

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing Ability of Recount Paragraph

Writing is a process in producing a set of sentences to put the ideas together into a meaningful paragraph. The essay produced by a writer will be a tool that a person can communicate to other with a various messages. According to Nunan, writing is a process and a product¹. Process means that the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers, meanwhile, writing as a product means that the final pieces of writing such as a book, has grown out of many steps which make up the process².

Writing, as the result of combination between process and product, is used for communication. Based on the opinion of Troyka, writing is a way of communication to express writers' feeling to convey their messages to the readers³. It means that writing is used to deliver the writers' opinion in the form of written symbols which have a meaningful message to the readers, especially for the students.

¹ David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Malaysia: Longman, 2000), p. 86

² Caroline T. Linse, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill, 2005), p. 98

³ Lynn Quitman Troyka, *Simon and Schuster Handbook for Writer*, (New Jersey: Prentice Hall, 1993), p. 3

There are some various experts' definitions of writing. Nunan has defined writing by a series of contrasts⁴: (1) writing is both a physical and a mental act; (2) the purpose of writing is both to express and impress; (3) writing is both a process and a product. Meanwhile Coulmas notes that there are six meanings of writing⁵: (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. In other words, Brown reports that writing is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals⁶.

Based on the ideas above, writing is the activity either cognitive or physical activity to express the writers' ideas or products to the readers. In work of writing, it needs a professionalization in order to be able to produce and put the relevant system in their writing which is presented in written language as the representation of spoken language.

⁴ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 88

⁵ Florian Coulmas, *Writing System*, (Cambridge: Cambridge University Press, 2003), p. 1.

⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2007), p. 335

Hyland⁷ argues that providing effective writing instructions are more accurately seen as complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing. To make it clear, each organizing of L2 writing teaching is taught in different focus:

- a. Language structure, it means writing is focused on coherent arrangement of words, clauses, and sentences, structured based on the grammatical structure of the texts and all about linguistics.
- b. Text function, it means writing not only performs the grammatical rules, but also introduces the communicative functions of the text.
- c. Creative expression requires the students to organize the lesson based on their personal experiences and opinion, so that they can develop their writing creatively. It can help them to generate their self-awareness which facilitate for making creative expression in their writing.
- d. Composing processes, the lesson focuses on recognizing basic cognitive processes as central to writing activity and on stressing of the need to develop students' ability.
- e. Content refers to content-oriented courses which functions to give students the skills and confidence to read texts efficiently as a basis

⁷ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2004), pp.2-22

for producing their own texts, but this relationship is not restricted to content alone⁸.

- f. Themes and topic are the basic of writing process in which the writing activity is organized by selecting the topics.
- g. Genre focuses on the text type and contexts of writing implying a range of social constraints and choices that operate on writers in a particular context.

It means that to provide an effective writing the writer needs to pay attention to the contents of writing. The writer needs to focus on some features such as language structures, text functions, themes or topics, creative expression, composing processes, content, genre and contexts of writing.

Ability is the skill or the power of someone, while writing is a process to produce the written work by storming the ideas in mind. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed⁹. In other words, writing ability is a capability in delivering the ideas, thoughts, and feelings to the readers in the written form understandably.

⁸ Ibid, p. 17

⁹ Teaching English, loc. cit.

Brown states that there are two kinds of skills in writing. They are micro skills and macro skills¹⁰.

a. Micro skills

These are some micro skills of writing¹¹. To involve the skills in writing, the writer needs to:

- 1) use the orthography correctly, including the script, and spelling and punctuation conventions.
- 2) use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- 3) put words together in correct word order.
- 4) use vocabulary correctly.
- 5) use the style appropriate to the genre and audience.
- 6) make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- 7) make the main ideas distinct from supporting ideas or information.

¹⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education Inc.), p. 220

¹¹ SIL International, *LinguaLinks Library*, Version 3.5, (Retrieved on 29th April 2013) <http://www-01.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/GudlnsFrALnggAndCitrLrnngPrgrm/WritingSkill.htm>

- 8) make the text coherent, so that other people can follow the development of the ideas.
- 9) judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Besides, Brown also states there are six categories that is included in micro skills¹²:

- 1) produce graphemes and orthographic patterns of English
- 2) produce writing at an efficient rate of speed to suite the purpose
- 3) produce an acceptable core of words and use appropriate word order patterns
- 4) use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns and rules.
- 5) Express a particular meaning in the different grammatical forms
- 6) Use cohesive devices in written discourse

b. Macro skills

- 1) use the rhetorical forms and conventions of written discourse
- 2) appropriately accomplish the communicative functions of written texts according to forms and purpose
- 3) convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing
- 5) Correctly convey culturally specific references in context of the written text
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using pre writing devices, writing with fluency in the

¹² Op. cit, p. 221

first drafts, using paraphrases and synonyms, soliciting peer, and instructor feedback for revising and editing¹³.

The ability of mastering both micro skills and macro skills will determine the text type of writing in which students can be able to write. Generally, micro skills are applied more appropriately to intensive writing. Meanwhile, macro skills are essential for mastering extensive writing. In other words, the students need to master micro skills in writing a paragraph and macro skills in writing essay text.

2. Process of Writing

Writing process is a set of procedures for producing a kind of written text in learning language either EFL or ESL from planning, writing, until reviewing. Brown and Hood¹⁴ show preparing to write, drafting, and revising as the three main stages of writing. On the other hand, Bailey¹⁵ divides the process of writing into three essential components: writing foundations, reading and note-making, and writing stages.

In writing foundations, the writers should focus on background to writing, avoiding plagiarism, and from titles to outlines of the essays. They are necessary because the writers need to be clear about the basic components of written texts. As the academic writers, they have to master the techniques of using library sources or paraphrasing to avoid

¹³ Ibid,

¹⁴ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of English*, (Cambridge: Cambridge University, 1993), p. 6

¹⁵ Stephen Bailey, *Academic Writing: A Handbook for International Students Second Edition*, (New York: Routledge, 2006) p.1

plagiarism of their writing. The writers also should be quite clear in titling when doing the real writing. They should analyze the topic by making the basic outlines. Reading and note-making are also needed before starting writing activity. The writers read and evaluate the texts around the materials that they will write. It is done to guide them of using the reliable or relevant subjects. To have deciding the relevant subjects, the writers should know the aims of their writing if the writers' purposes are to entertain, persuade, inform, retell, or describe something. In short, the writers should be clear in choosing the type of their texts. Making the summary writing of their reading is also useful for their writing. By making a simple note, it can make them easier when combining some different sources in a unit essay. There are six stages of writing stages. They are planning essays, organizing paragraphs, organizing the main body, introductions, conclusions, and reviewing and proof-reading.

3. Components of Writing

Writing is a complex process which requires several components in order to create an effective writing. There are five components which are needed to make the better writing as follows:

- a. Content, it discusses about how the writer is storming and developing the ideas in his mind to create a creative writing creatively. The writer needs to present all of the information in written language communicatively.

- b. Organization, it tells about the systematic of text types.
- c. Vocabulary has a big place in writing. It influences the affectivity of writing.
- d. Language use is the creation or interpretation of intended meanings or the dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation.
- e. Mechanics is one of the components in writing that tells about punctuation, capitalization, and spelling. This component is required by writer to recognize the basic rules of writing in producing right meaning¹⁶.

It means that the writers have to master the components of writing to produce a good writing. The writer has to understand the organization of text types first before starting to write the ideas so that their writing becomes intelligible. The writer should understand the use of vocabulary even language use and mechanics in order to their writing to be acceptable.

4. Recount Paragraphs

A paragraph is a group of sentences which is arranged systematically. A paragraph should have a topic sentence, details, and a concluding sentence. A good paragraph is a paragraph which can convey

¹⁶ Melgis Dilkawaty Pratama, *Teaching Writing: A Handbook of Teaching Productive Skills*, (Pekanbaru: Education Matters Most Publishing, 2012), pp. 13-17

the ideas to the reader clear, knowledgeable, and understandable. As Syafi'I, Fauzan, and Jonri say that a paragraph is considered good only if the reader completely understands the unit of information, its content, and if its central idea is completely developed¹⁷.

Recount is one kind of paragraphs. Recount is a paragraph that retells about past events to the readers chronologically. According to Peter and Megan recounts are the sequential texts that do little more than sequence a series of events¹⁸. It means that recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. The social function of recount is to retell and reconstruct past experiences directly.

a. Types of Recount

1) Personal Recount

It retells a series of events that the writer or speaker has experienced in the past time. 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 letter¹⁹. The

¹⁷ M. Syafi'i, M. Fauzan Asyari, and Jonri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, (Pekanbaru: LBSI, 2011), p. 1

¹⁸ Peter Knapp and Megan Watkins, *Genre, Text and Grammar: Technologies for Teaching and Assessing Writing*, (Australia: UNSW Press Book, 2005), p. 223

¹⁹ Ibid,

personal pronouns that are used in this paragraph is the first person I and we.

Example of personal recount:

My Holiday

a) Orientation

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

b) Events

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain.

We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

c) Reorientation

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting²⁰.

²⁰ Putu Kusuma Arie, *Recount Paragraph*, Retrieved on 20 June 2013, <http://kusuma-arie.blogspot.com/2011/06/recount-paragraph.html>

Based on the example of personal recount above, it can be concluded that personal recount is an essay that is talking about personal experience. The writers talk about the past activity that have experienced.

2) Factual Recount.

Its purpose is to record a series of events in the sequence in which they occurred²¹. It can be used to retell a particular incident or event, such as an accident or newspaper report²². A factual recount shows a group of sequential events by documentation or recorder. The personal pronouns that are used in this paragraph are the third person using pronouns he, she, it, and they.

3) Literary Recount

The details of a literary recount are placed in a realistic context. The purpose of this paragraph is to entertain by dealing with a sequence of events that establish a relationship between a writer/ reader/ speaker/ listener²³. Generally, the literacy recount is written in the first person by using I or we, to establish relationship between the writer and reader.

²¹ Board of Studies NSW, *English K-6 Syllabus*, (Australia: Board of Studies New South Wales, 2007), p. 70

²² UC High School Kaleen, *Writing Handbook*, Australia, 2011, p. 26 (retrieved on April 24th 2013)

²³ Board of Studies NSW, *English K-6 Syllabus*, (Australia: Board of Studies New South Wales, 2007), p. 68

4) Procedural Recount

The purpose of procedural recount is to record (orally and in writing) in sequential order the steps taken to achieve a particular goal/ outcome, after doing a procedure²⁴. Procedural recounts are found in information books, television, film, and book which tell how things were made. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunction²⁵.

5) Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects²⁶. Generally, a critical recount is written in the first or third person by using pronouns I or we. It may be imaginative written in passive voice.

6) Imaginative recount

An imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events²⁷. This

²⁴ Ibid, p. 70

²⁵ Eric Hood, *Targeting Text: Recount, Procedure, Exposition*, (Singapore: Green Great Press, 2006), p. 4

²⁶ *Ibid.*

²⁷ Department for Education and Child Development, *loc. Cit.*,

paragraph is retelling the imaginary events. It is also appropriate include personal reaction or a fiction character.

b. Generic structure of recount

According to Hood a recount focuses on a sequence of events and follows the three stages: orientation, a series of events, and re-orientation²⁸.

1) Orientation is introducing the participants, place and time²⁹.

It provides all the necessary background information to enable the audience to make sense of the text³⁰. In orientation the writer should mention the details of background by answering the questions of who, what, when, where, and why did the events happened.

2) Events are usually explains about what did happened in the story. It is typically ordered in chronological order or time order. The reflections and comments from the students may be included into the paragraphs. Unity of the paragraphs is created through the use of time connectives (before, throughout, finally), so that the separate events from part of a cohesive text.

²⁸ Eric Hood, op. cit, p. 5

²⁹ M. Arifian Rosyadi, *Learning Material Junior High School Grade VII: Teaching Material Development*, 507-508, (retrieved on 24th April 2013) <http://recount-text-learning-material.pdf>

³⁰ Blake Education, *Targeting Text: Recount, Information Report, Explanation*, (Australia: McPherson's Printing Group, 2000), p. 9

- 3) Re-orientation is the conclusion of recount paragraph by summarizing, evaluating, restating to the beginning statement, and by showing the personal comments, reflection, or opinion. It can also look to the future by speculating about what might happen next.

c. Language features of recount

There are twelve language features of recount which is stated as follows³¹:

- 1) Most of recounts use the simple past tense, but sometimes future tense is used in the conclusion of the text, such as the conclusion of an or biographical recounts to predict what will happen in the future.
- 2) Subject-specific terms are included to record the facts and events accurately, and to add authenticity and credibility to the tone of writing.
- 3) Adjectives or specific descriptive words to help the audience visualize and imagine the events.
- 4) Conjunction is used to connect between the sentences, such as because, although, and while.
- 5) Time connectives (firstly, next, finally) are used to link the separate events to be a unity text.

³¹ Ibid, pp. 9-10

- 6) Especially in factual recount, passive voice is used to give objectivity to the text.
- 7) Adverbs and adverbial phrases are also needed in recount text.
- 8) Nouns and pronouns (specific participant) are to provide the details and credibility
- 9) Making cohesion in the text, pronouns are used by tracking the participants.
- 10) The type of sentence arrangements (simple, compound, and complex sentences) is used to add variety and interest.
- 11) The personal comment from the writer may be included in the text as the conclusion. Influencing the readers' attitude to the topic, the emotive language may be used in the text.

5. Paragraph Puzzle

Paragraph puzzle is an activity that is used to cover a part of paragraph or essay. This activity is focused on writing nonfiction paragraphs even the specific part of paragraph. There are several steps in conducting paragraph puzzle activity³²: The teacher gives the instruction to the students that they are going to work on a paragraph puzzle. They will be working in groups of three. Each group will get a set of puzzle pieces, a piece of paper with topics and slug lines, and an erasable. They will write one sentence on each strip. They put their puzzle strips together to make a paragraph by sticking them on the

³² Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Techniques*, (Colorado: Teacher Ideas Press, 1998), p. 115

board. Reading aloud the paragraph and rearranging the puzzle strips until the organization make sense and writing flows well. Erase parts of sentences and rewrite as necessary.

The puzzle pieces symbolize the components of a good paragraph. A successful placement paragraph will include:

- a. A topic sentence that introduces the importance of the character, (1 red puzzle piece)
- b. The evidence from the character's, supporting details of paragraph by sequencing events (1 yellow puzzle piece).
- c. A concluding sentence that summarizes the changes in the character and personal comments (1 green puzzle piece).

Here is the sample of paragraph puzzle writing:

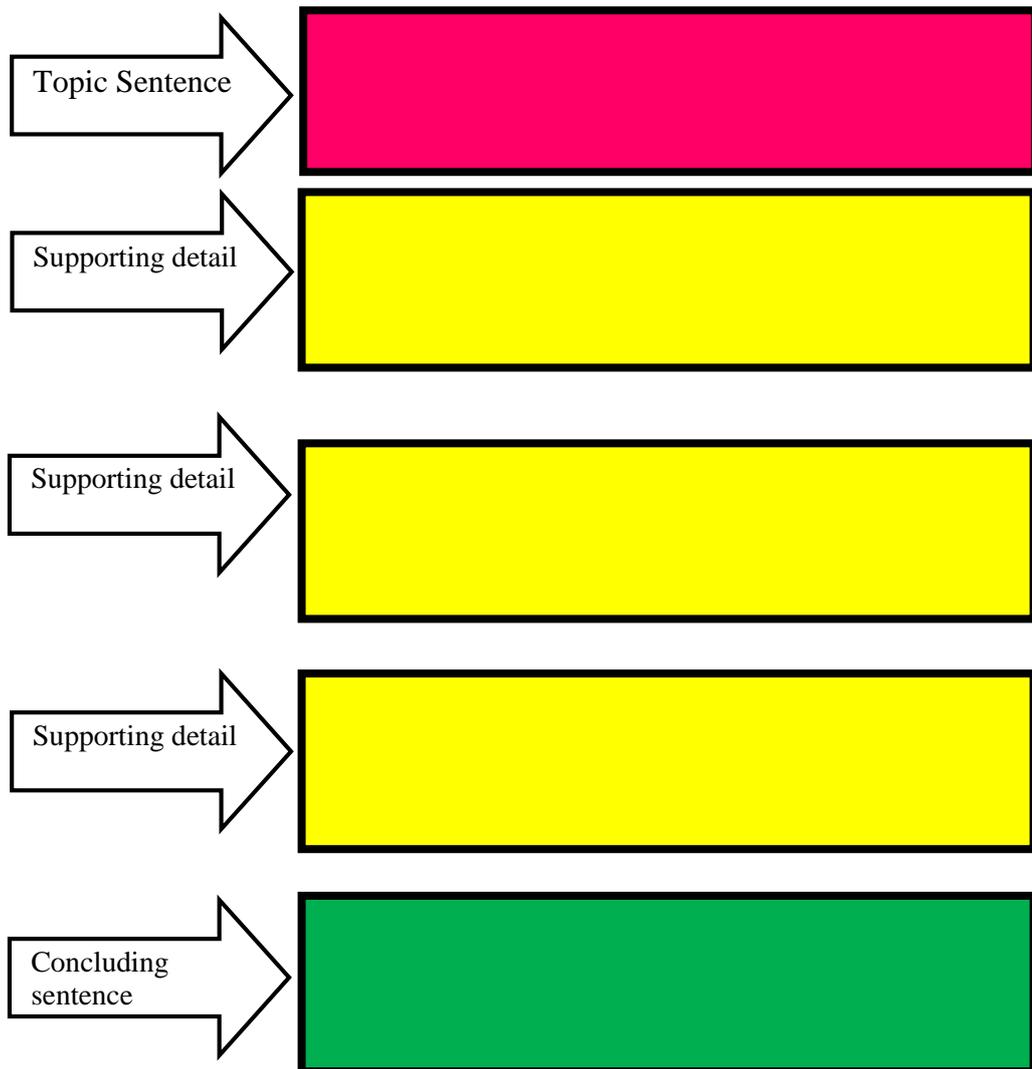


Figure 2.1 The Sample of Paragraph Puzzle Pieces.

According to Viens and Kallenbach³³ there are five variation of paragraph puzzle as follows:

- a. Sensory learning: using our outlined hand from above, we shaded in the three fingers with a color different from that of the thumb. We then underlined the lines in our paragraphs

³³ Julie Vens and Silja Kallenbach, *Multiple Intelligences and Adult Literacy: A Sourcebook for Practitioners*, (New York: Teachers College Press, 2004), pp. 71-72

that coincided with the representative colors on our drawn hands. If the students asked about the pinky, I told that we would talk about it later when we begin writing essays.

- b. Oral paragraphs: we told story about each person in the room.
- c. Paragraph puzzles: the students cut up their paragraphs in to separate sentences and the other students tried to piece them together in the correct order.
- d. More paragraph puzzles: I wrote two paragraphs on one subject, giving a pro and a con view. Students unscrambled my paragraphs, and we debated which paragraph was the best or most correct one. We discussed that as long as you can validate a main idea with three supporting sentences (or three fingers), any opinion is reasonable.
- e. Paragraph play house theaters: my class performed as the paragraph puzzle players for a colleague's class. Our class wrote a paragraph together, edited it, and then put it purposeful mistakes. We printed the incorrect version on poster board, cut it up into sentence strips, and had different students each take one of the sentence strips hold up in front of the other class. Students then planned how they were going to scramble themselves up so that the sentences would be out of order and figured out how they were going to give directions to the other class so that they could correct the errors.

Based the variations of paragraph puzzle above, the teacher can choose the activity that is suitable with the students' needs. In this research, paragraph puzzle is an activity that is used to help the students in writing the sentences in the different pieces. They need to arrange the sentences and put them together by sticking the pieces of puzzle on the board.

B. Relevant Research

This research is relevant with other researches. In 2012, Farid Helmi conducted a research entitled Improving Students Skill in Writing Recount Text by Using Personal Letter (A Classroom Action Research with The Tenth Graders Of MASS Proto Pekalongan in the Academic Year of 2011/ 2012)³⁴. His dependent variable was similar to this research, that was writing recount text. In his research, he tried to describe the improvement of students' writing skill after being taught by using a personal letter.

The other research was conducted by Abdul in 2011. He conducted the research entitled Using Clustering Technique to Improve Students' Writing of Recount Text at the Second Grade Students of SMPN 2 Tarumajaya³⁵. He tried to find out how the clustering technique improves students' writing of recount text. From the research, he found that the implementation of clustering technique could improve students' writing ability of the second grade students at SMPN 2 Tarumajaya. The similarity of Abdul's research and this research in on dependent variable. In this research, the writer uses paragraph puzzle to give effect toward writing ability of recount paragraphs of the second year students at state junior high school 4 Tambang.

³⁴ Farid Helmi, Improving Students Skill in Writing Recount Text by Using Personal Letter (A Classroom Action Research with The Tenth Graders Of MASS Proto Pekalongan in the Academic Year of 2011/ 2012), (Semarang: Unpublished, 2012).

³⁵ Abdul Salam, Using Clustering Technique to Improve Students' Writing of Recount Text at the Second Grade Students of SMPN 2 Tarumajaya, (Jakarta: Unpublished, 2011)

C. Operational Concept

The writer would like to explain briefly about variables in this research in order to clarify the theories which are used. This research is an experimental research design. It focuses on the effect of using paragraph puzzle toward students' writing ability of recount paragraph at the second year of State Junior High School 4 Tambang. There are two variables in this research (variable X and Y). Using paragraph puzzle (variable X) is the independent variable and writing ability of recount paragraph at the second year of State Junior High School 4 Tambang (variable Y) is the dependent variable. Thus, the writer operates the operational concept in the following indicators:

1. The procedures of using paragraph puzzle are:
 - a. The teacher divides students into several groups in which each group consists of two or three students.
 - b. The teacher gives a set of blank puzzle strips on each group with different color.
 - c. The teacher gives the topic to the students.
 - d. The teacher asks the students to write one sentence on each puzzle strip: a topic sentence on the red strip, supporting sentences on the yellow strip, and concluding sentence on the green strip.
 - e. The teacher asks each group to arrange and put their puzzle strips together to make a paragraph.
 - f. The teacher asks the students to read aloud the paragraph and rewrite to make the sentences fit together.

2. Based on limitation of the problem, the text used by the writer is recount paragraphs, so that the indicators of students' writing ability of recount paragraphs can be seen as follows:

- a. The students are able to write the orientation clearly.
- b. The students are able to write the series of events logically.
- c. The students are able to write re-orientation or personal comments clearly.
- d. The students are able to use past tense correctly.
- e. The students are able to use time connection correctly.
- f. The students are able to use vocabulary appropriately.

D. Assumption and Hypothesis

1. Assumption

The assumption of this research is using paragraph puzzle that can improve writing ability of recount paragraph of the second year students at state junior high school 4 Tambang.

2. Hypothesis

- a. **Ho:** There is no significant effect of using paragraph puzzle toward writing ability of recount paragraphs of the second year students at State Junior High School 4 Tambang.
- b. **Ha:** There is a significant effect of using paragraph puzzle toward writing ability of recount paragraphs of the second year students at State Junior High School 4 Tambang.