CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Writing

1. Definition of Writing

Writing is one of four basic skills besides reading, speaking and listening. Writing takes an important role in English language, according to Nurgiyantoro (2001:296), writing is a manifestation form of language ability that is lastest mastered by the language learners after listening, speaking and reading skill. Writing skill needs more complicated process than those speaking, reading and listening.

Writing is an activity that involves the writers to put their idea, thinking and feeling into sentence, paragraph and essay. Nunan (2003:88) states that writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. Writing is not only the combination of letters as constructing word in spoken form that has the clear meaning when someone says something to others, writing requires clear expression and well organized in order to make the readers grab the meaning and the content clearly.

Based on several definitions of writing above, in line with the point about writing, writing is a productive skill which can express an share
some ideas to the readers. Writing is also more crucial skill than reading, speaking and listening, beacause of it needs clear structures and meaning.

2. Purpose of Writing

According to O'Malley and Pierce as cited in Helmi (2012:16), there are three purposes in writing skill based on English language learning, those are:

1. Informative

It is represented by "informative writing" that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analysing concept, speculating on causal effect, and developing new idea that are purposed to inform something may important to the readers.

2. Expressive or Narrative

It is represented by "expressive writing" or "narrative writing" that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short story.

3. Persuasive

It is presented by "persuasive writing" that is purposed to persuade the readers to do something. It is effort to influence others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product or controversial issues.
3. **The Steps of Writing Process**

Writing is similar to reading skill, both follow a sequential process and highly structured that can help the writer to achieve main goal of writing skill by following the steps. According to Harmer (2004:), there are four steps in writing skill, those are:

a. **Planning**

   Experienced writers plan what they are going to write. Before starting to write or type, the writers try and decide what they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

b. **Drafting**

   This part can be referred to the first version of a piece of writing as a draft. It puts the idea on paper and write without major attention to punctuation, grammar or neatness. The purpose of the drafting is to make the writers focus on their ideas on paper without any distraction or fear in making mistakes grammar, capitalization, punctuation, or paragraph structure.
c. Editing (Reflecting and Revising)

Editing involves checking over the smaller details of focusing on the overall structure of the work to correct all mistakes in grammar spelling, punctuation, word choice and formatting mistakes.

Revising leads the writers to refine on what have done on peer editing step. Revising and reflecting are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Writers have edited their draft, making the changes they consider to be necessary. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. In this step, the writer prepares the neatest handwriting or typewriting and ready to serve and publish to the readers.

4. Component of Writing

There are five components of writing skill. In other words, those components are the requirement to write, as writing is not only putting the word on the paper. The components of writing based on Nurgiantoro (2001:306) as follows:
a. Content: the substance of writing, where the ideas expressed.

b. Form: the organization of the content

c. Grammar: the employment of the grammatical form of syntactic pattern.

d. Vocabulary: the choice of structure and lexical items to give a particular tone or flavour to the writing. It is also called style.

e. Mechanic: the use of graphic conventions of the language.

B. Rally Coach Strategy

1. Definition of Rally Coach Strategy

Rally coach is a great exercise that is used to have pairs help each other solve problems in class. This could be used with a set of grammar questions and in social studies, it can be used to have students fill out a question set about the details of a historic event that took place.

According to Muri in his journal, the students are broken into pairs. Partners take turn, one solving the problems while the other coaches. It means that one students would tell other person how to solve the problem and the second person would write down the steps that the "coach" explaining. The students do one problem while the other coach and then reverse the roles. This strategy works well as the students are able to explain each other the process. The key of rally coach is in students' ability to explain the material and how to solve the problem as well. The teacher asks one member from each pairs to take out a piece of paper and pencil after that, students are required to write the coaching result. It puts the students as a teacher's role, students will take ownership of helping the partner to be succesful.
In addition, this strategy has similarity with round table strategy which is also included on Kagan structure, but round table does not emphasize in coaching and revising other partners' job. It just move the paper in sequence in solving the problem, rally coach focus more on students' process when producing the answer and how to solve it critically, all of the group members should take a part in every rules as this strategy also emphasizes on connecting students' responses in written form. So that, they must pay attention in every process to synchronous responses each other.

To sum up, this strategy can be applied in teaching writing skill as it requires the students to coach, revise and praise the other partners' job then put the answer on piece of paper. Students "talk out" about their thinking so that other partner can hear each other. Then, they switch roles and repeat the process until the problems are solved.

2. Purpose of Rally Coach Strategy

According to Mantooth (2010:17), there are some purposes of rally coach strategy, as follows:

a. Partners take turns, one solving a problem while the other student coaches.

b. Active engagement strategy to promote students to speak and listen to one another.
c. Learners make a connection to the content and are validated for what they know.

d. By writing down the answer, students organize their thoughts and access any necessary language to share orally with a partner.

3. **The Steps of Rally Coach Strategy**

    Steps for the strategy English that can be applied in English class, those are:

    a. Teacher delivers the material.
    
    b. Teacher divides students into some groups; a group consist of four or six students.
    
    c. Teacher determines who A and who B is on each group.
    
    d. Teacher presents a problem related to the material.
    
    e. Partner A solves the problem while partner B coaches and checks the accuracy of the answer and praises.
    
    f. If the answer is incorrect, partner B coaches and corrects partner A to the correct answer.
    
    g. Partner B solves the next problem while partner A coaches, correct the answer if needed and praises.
    
    h. Partners take turns until the task completed.
    
    i. Teacher reviews the students’ answer.
4. Management Tips

To make it clearer in applying the strategy, it is needed some management tips, such as:

a. Use only one sheet of paper and pencil to ensure that the partner, who coaches, focuses on coaching.
b. A sheet defining the roles of each partner may be helpful when first using this strategy with students.
c. Model good coaching for the students, including the difference between coaching and giving the answer.

5. Social Soft Skill of Rally Coach

Rally coach gives some social soft skill aspects toward the students, such as:

a. Coaching
b. Patience
c. Offering and requesting help
d. Giving and accepting help
e. Appropriate noise level
f. Giving and accepting constructive criticism
C. Recount Text

1. Definition of Recount Text

According to Purwanti (2013:59) Recount text writing is a text retelling the real event that has happened in the past time and written the past experiences on the paper. Some people who have experience, history or the sequence of event in the past can be included as recount.

Pardiyono (2007:63) states that recount is the text telling the reader what happened. It begins by telling the reader who is involved, what happens, where this event takes place and when it happens.

2. Purpose of Recount Text

Derewinka (2004:18) states that the purpose of a recount is to list and describe past experience by retelling events in the order in which they happened (chronological order). It describes events that arranged serially, completed with the time marker when the event happened.

3. Types of Recount

There are three kinds of recount, those are:

a. Personal Recount

Personal recount is a recount that retells an event where the writer was personally involved in for example in diary book.

b. Factual Recount

Factual recount is recording particular of an incident, e.g. science experiment or research, police report, and news report.
c. Imaginative Recount

Imaginative recount is an imaginary role and giving details of events, e.g. a day in the life of pirates.

4. **Rhetorical Structures of Recount Text**

According to Pardiyono (2007:70), there are three rhetorical structures of recount text, such as:

a. Orientation

Orientation is a statement containing topic activity or events of information about who (the participants), what (what the writer thinks), where (where the events took place) and when (the time of the events).

b. Record of Events

A series of paragraph that retell the events or activities related topic that has been mentioned in orientation. It is written chronologically.

c. Re-orientation

A concluding paragraph. It usually tells what the writer's feeling, The writer shares her/his feeling about the story or event but it is optional.

5. **Language Features of Recount Text:**

a. Using simple past tense

   *e.g.:* went, started, began, brought.

b. Introducing personal participant

   *e.g.:* I, we, they.
c. Using conjunction and time connection

   *e.g.: next, then, finally, after that.*

d. Using past action verb

   *e.g.: went, walked, burned, wanted.*

D. Teaching Recount Text Writing By Using Rally Coach Strategy

Tarigan (1994:3) states that writing is a productive and axpressive skill, it requires the students to produce sentences or paragraphs in good compositions. It needs a strategy to help the students learning a recount text writing easily, it is namely Rally Coach Strategy. Some reasons why rally coach is effective to teach recount writing, those are:

1. **It can help the students to build up social soft skill.**

   Indonesia has applied characters education for each school institutions, in order to re-creat Indonesian well characterization, to be civillized nation. Rally coach help the students to build up its characterization, as rally coach encourage the students to achive some social soft skill, those are: coaching, patience, offering and requesting help, giving and accepting help, appropriate noise level, then, giving and accepting constructive criticism.

2. **Active engagement strategy to encourage the students to speak and listen to one another.**

   Rally coach strategy motivates the students to speak and listen to one another while writing recount text exercise in the class. Students will be motivated to share the ideas and tell it to the partners.
3. **Students can organize and access necessary language.**

   By writing down the answer, students organize their thoughts and access any necessary language to share orally with a partner. It helps them to produce and write the recount text in appropriate languages and content.

4. **It helps the students to explain their ideas based on past experiences with their partners.**

   Rally coach strategy will help the students to share ideas about the exercise given by the teacher. The students are required to explain about the idea based on the story on past experiences together and arrange it into good structure then they put it on a paper as a result of writing exercise in recount text.

5. **It supports the students to coach, praise and revise the other friends’ work.**

   It is an opportunity for the students to coach other friends’ work consecutively until the job finished. After coaching their friends, the students are required to praise and revise their friends’ job based on their ideas.
E. Basic Assumption

English has become a major subject in Indonesia. There are four basic skills of English that should be learnt by the students in this country, one of those skills is writing.

Writing is a complex skill that asks the students to produce a product of writing in good structures. In junior high school, learners learn about recount text as arranged in Indonesian educational curriculum. Teaching English text of recount should be adjustable for Indonesian students and easy to be understood in order to achieve the goal of learning. It needs an appropriate strategy to teach writing.

It is assumed that rally coach is an effective strategy to teach recount text writing. Rally coach supports the students to write based on the nature steps of writing. The students can learn writing through process that is done with the partner in sequence. They will learn how to understand the material by solving and sharing together cooperatively. This strategy is suitable for building of students critical thinking, how to coach and revise other friends’ job objectively.

F. Hypothesis

Related to the basic assumption above, the writer hypothesizes that Rally Coach Strategy is effective to teach writing.