

CHAPTER II

THEORETICAL REVIEW

A. Writing

1. The Definition of Writing

Writing is one of the four language skills, and the three others are reading, speaking, and listening. There are many theories about writing suggested by some experts. According to Indonesian Ministry of National Education (2009:3), it is transforming thoughts into written form. Writing provides the students' mind into letters, word, and sentence. It means that one needs to think about the content of his writing first and then arranges the ideas using appropriate language. It involves several sub skills. Some of these are related to accuracy of using the correct forms of language. Writing is also about having a message and communicating it successfully to other people.

Ghaith (2002) stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. It is most likely to encourage thinking and learning when the students view writing as a process.

Based on the explanation above writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways.

2. The Importance of Writing

Writing is important to develop students' critical thinking. It stimulates them to think deeply about many aspects to build a good writing result. Harmer (2004: 31-33) states that there are many importance of learning writing as follows:

- a. Writing encourages students to focus on accurate language use, because they think as they write, it may stimulate their thought as they resolve problems which writing puts in their mind.
- b. Writing is often used as a means of reinforcing language. They use writing skill to make a note about what they have learnt while learning process happens.
- c. Writing is frequently useful as preparation for some other activity.
- d. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. For example, teacher asks students to write a short dialogue that they will then act out.
- e. Writing is also used in questionnaire-type of activities. In some examination, students have to answer in the form of written.

From the description above, it could be concluded that writing skill is important to be learnt. By using writing, the students will practice the complex skill to improve their ability in English.

3. The process of Writing

Harmer (2004:4-6) in his book entitled “How to Teach Writing” said that writing has four steps as follows:

a. Planning

Before starting to write or type, it is better to try and decide what is going to say. For some writers this may involve making detailed notes. For others a few noted words may be enough. When planning, writers have to think about three main issues. It is not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

Secondly, experienced writers think of the **audience** they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language. Thirdly, writers have to consider the **content structure** of the piece. That is how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

The first version of a piece of writing is a draft. This first ‘go’ at a text is often done on the assumption that it will be amended

later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing

Once writers have produced a draft and then they usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is unclear and confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

d. Final Version

It is important to edit the draft to be the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

The process of writing is not linear; it tends to be repeated. It means that writers plan, draft and edit but then often re-plan, re-draft, and re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing. These aspects of the writing process are

represented to process wheel. Therefore the process wheel below clearly shows the many directions that writers can take.



Figure 2.1

The Process of Writing

4. The Types of Text

According to Fortune & Tedick (2003), there are six text types that are taught at school as follows:

a. Narrative Text

The purpose of this text to entertain is to tell an imaginary story or to teach. The generic structure of this text is:

- 1) Orientation: telling who, where, when.
- 2) Series of events: describing happenings preceding the complication.
- 3) Compilation: introducing main problem/conflict.
- 4) Resolution: telling how problem gets resolved.

b. Recount Text

A recount text is a text that telling the reader about one story, action or activity. Its goal is entertaining or informing the reader.

- 1) Orientation tells who was involved, what happened, where the events took place, and when it happened.
- 2) Events (event 1 and 2) tell what happened and in what sequence.
- 3) Reorientation consists of optional-closure of events/ending.
- 4) The features are including Who? Where? When? Why? noun or pronoun, and past tense.

c. Procedure Text

The purpose of this text is to tell how to do something, to provide a clear set of directions for completing a specific task. The reader must follow the instructions step by step in order to reach the result expected. It has generic structure as follows:

- 1) Heading or Title: it consists of the theme of the text.
- 2) End Goal: it consists of target or purpose the activity.
- 3) List of materials or Ingredients: it consists of substances or what is required.
- 4) Steps of Sequence: it consists of stages, steps to do activity.
- 5) Additional Suggestions: it consists of extra information about the activity.
- 6) Visual Aids: it consists of some picture to make the explanation clear.

a. Report Text

The purpose of this text is to give information and to report a phenomenon in a systematic manner. The generic structure of report text is:

- 1) Classification: general statement of topic or phenomenon.
- 2) Series of description paragraphs.

b. Explanation Text

The purpose of this text is to describe how something works, to give reasons for a phenomenon. It has generic structure as follows:

- 1) Phenomenon identification: describe the phenomenon.
- 2) Series of events: this offers more detailed information about temporal or causal sequences.

c. Discussion (one-sided) or Argument (two-sided) Text

The purpose of this text is to evaluate an issue and persuade another, to take a position and justify it. It has generic structure as follows:

- 1) Thesis or personal statement of position.
- 2) Supporting arguments and evidence.
- 3) Refusing counter-arguments and evidence.
- 4) Reiteration of point of view or conclusion.

5. Evaluation of Students' Writing

There are some elements that can be used to evaluate or analyze students' writing. According to Hughes (1982: 91-93), there are five elements for evaluating students' writing are:

a. Grammar

Grammar means how sentences are written appropriately to the function. Therefore, the sentence can work properly.

b. Vocabulary

Vocabulary means the writer should choose appropriate words and arrange the words into paragraph.

c. Mechanic

Mechanic is how all the words are developed in correct spelling. It is also about correct punctuation and capitalization in writing.

d. Fluency

Fluency of writing deals with the students' ability in writing the content. A good fluency should be clear and relevant.

e. Form

Form means how paragraphs are arranged to be a good text and coherent.

In this research, those aspects were used to evaluate students' writing recount text. In addition, the students' writing is evaluated through inter-rater agreement to minimize subjectivity in scoring process. Inter-rater agreement is the degree to which two or more evaluators give

the same rating to an identical observable situation using the same rating scale (CECR, 2011). The agreement is done by two raters: the teacher and the observer.

B. Recount Text

1. The Definition of Recount Text

A recount tells a chronologically ordered sequence of past events. The details in a recount can include what happened, who is involved, where it took place, when it happened and why it occurred. Pardiyono (2007: 63) states that recount text is text type which has a function to inform about the activity in the past. A writer or speaker uses a recount to tell about a story or an event. Recounts are usually given in the order that the event occurred. It can be factual, such as a news story procedural, such as telling someone how you built something personal, such as a family holiday or opinion on a subject.

2. The Generic Structure of Recount Text

- a. The introductory paragraph, or orientation, of a written recount introduces the topic or event. This paragraph introduces who, what, where, when, why and possibly how.
- b. The following body paragraphs will retell the sequence of events. This is where the recount is told in chronological order (the order that the events happened).

- c. The conclusion, or re-orientation, is where the writer or speaker can give personal opinions about the topic or event. The writer or speaker may also comment on how this event or topic may affect other things in the future

3. The Language Feature of Recount Text

Language feature is also called lexical grammar is such things as the grammar, vocabulary and connectors that is used.

There are language feature of recount text:

- a. Using past Tense
Pattern : S + V2 + O/Verb
- b. Names of those involved: Tom, my sister, the next-door neighbor
- c. Descriptive words: who, what, where, when, why – the puppets, in the sleeping city, after a few minutes, to find their way
- d. Time and sequence words to show order of events: then, next, finally.

C. Concept Map

1. The Definition of Concept Map

Concept maps are tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between two concepts. Words on these lines can be used to specify the nature of the relationships between different concepts. According to Johnston (2008), concept mapping can

be a technique that allows students to understand the relationships between ideas by creating a visual map of the connections. Concept map can make students connect their ideas in studying. Besides that, students get easily to organize in arrangement of knowledge especially in English language.

2. The Advantages of Concept Map

According to Hofland (2007:112). There are three advantages of Concept Map for teaching English:

- a. Remembering better: This concept helps students to remember the core of the language text which is learnt.
- b. Being more creatively: Concept map guides the students to use their own creativity or words in solving the problems especially in one of the language skill writing.
- c. Concept map can give the students opportunity to assess their achievement.

3. How to Make Concept Map

There are seven steps to make concept map (Buzan 2005:15).

Those are:

- a. Starting in the sentence of blank page turned sideways, write the title of the subject you are exploring and draw a circle around it.

- b. Using an image or picture for your central point. It is useful because images are worth a thousand words and help you use imagination. A content image is more interesting to keep you focused and help you concentrate.
- c. Using color throughout. Why is essential because colors are as exciting to your brain as images. Colors add extra vibrancy and life to your concept map, add tremendous energy to your creative thinking and it is fun.
- d. Connecting your mind branches to the central image and connect your second and third level branches, you will understand and remember a lot more easily.
- e. Making your branches curved rather than straight lined. A curved lined is more interesting than straight lines, because straight line can make your brain feel bored.
- f. Using one key word per line. It is because single key word gives out concept map more power and flexible.
- g. Using image throughout. Because each image, like the central image is also worth a thousand words. So if we have only 10 images in our map, it is already the equals of 10,000 words of notes.

D. Teaching Writing Recount Text Using Concept Map

1. The Procedure of Teaching Writing Recount Text Using Concept Map

To implement the Concept Map in teaching recount text successfully, it is important to pay attention to the following steps:

- a. The first step is teacher's preparation.

The teacher selects the topic of the lesson. Then, the teacher prepares the paper to write key concept of the familiar topic especially recount text as example. It can be found with their experience daily activity. The teacher can prepare the pictures, photos, or drawing images related to concept map.

- b. The second step, the teacher develops students' idea

In this step, the teacher creates an individual maps first. Then the teacher asks students to create individual maps. This is reflection for students because it is crucial. It will help students to understand the concept map. Students are required to think of the words, ideas, and specific examples. The specific example in this research is recount text. Then, students must relate the generic structure of recount text and its language features. Besides that, the teacher invites the students to share the topic of the lesson.

- c. The third step is divide students in group.

The third step is the teacher asks students to review with their group. After finishing the individual concept map, the students must organize in small group to discuss what they create in concept map. Furthermore, they can find heterogeneous concept map each other. In order to make easier in writing the recount text, the students are asked to make groups to share their idea, and the teacher asks groups to identify the relationship among concepts.

d. The fourth step is applying the concept mapping

The teacher asks students to write the main core of the text that will be written. After that the students are asked to write the core of the text in a form of diagram or table. In addition, the students must discuss the topic of the lesson to tell the reason in student's idea with sub concept to another sub-concept. The students' idea can be connected by using concept map with lines, links, box, and circle.

e. The fifth step is producing recount text using concept mapping.

After discussing with the group, the students have made their thought to write from the concept map that has been made, the students directly develop their concept map into good writing of recount text. The teacher asks each group to present their important proposition in front of the class. They must explain what the students choose. At this point of view, the teacher must evaluate the concept map that has been created by the students.

E. Basic Assumption

In short, the concept map can be used as a method in teaching and learning activity especially in recount text. So, this method will give a way to the teacher in implementing the teaching class. It is as a visual organization and representation of knowledge can show concepts and ideas and the relationships among them in fact, concept map can give advantages to the teacher and students in understanding and organizing the new ideas in teaching and learning activity because, it helps to arrange the ideas into well-ordered writing. It is assumed that Concept Map is suitable for improving students' ability in writing recount text.

F. Hypothesis

Based on the assumption above, it is concluded the hypothesis of this reaserch is “Concept Map are able to improve students' ability in writing recount text of the eighth grade students of SMP IT Harapan Ummat Purbalingga Purbalingga academic year 2015/2016”.