

CHAPTER II

THEORITICAL FRAMEWORK

A. Writing

1. Definition of writing

Ken Hayland stated, “writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher.”¹ Second language teacher must expert in English especially in writing skill. In develop writing, both student and teacher need to learn writing. Dorothy E Zemach and Carlos Islam stated that “Writing is an important form of communication in day-to-day life, but it is especially important in secondary school and university. Writing is also one of the most difficult skills to master in both a first language and a second language.”²

Moreover, Heinle state that writing as a communicative activity needs to be encourage and nurtured during the

¹ Ken Hayland, *Second Language Writing* (New York: Cambridge University Press, 2003), XV.

² Dorothy E Zemach and Carlos Islam, *Writing In Paragraph*, (Spain: MacmillanPublishers Limited, 2006) iv.

language learners' course of study.³ Another expert such as Harmer states writing text has a number of conventions which separate it out from speaking. A part of differences in grammar and vocabulary, they are issues of letter, word and text formation, manifested by handwriting, spelling and layout and punctuation.⁴

Based on definition above, writing is one of language skills which need process to write effectively and it also a productive skill that can be used to express thoughts, ideas, and everything in form written text.

2. Process of writing

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some

³ Heinle & Heinle, *Teaching English as a Second or Foreign Language* 3rd edition, (New Zealand: Thomson Learning, , 2001), 207

⁴ Jeremy Harmer, *the practice of English language teaching* 3rd edition, (London: Pearson Education Limited, 2001), 255

stages of the writing process. The stages are presented as follow:⁵

a. Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this they have to consider three main issues. This issues are the purpose of writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

b. Drafting

After the students' have a list of ideas related o the topic, it is the stage for the students to start writing the first draft. They write ideas which they are going to write without paying attentions to making mistakes.

c. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure

⁵ Harmer, *How To Teach Writing*, 4.

and accuracy of supportive textual material such as quotations, examples and the like.⁶

d. Final versions

In this stage, students re-write their draft after revising with peers and teacher. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown states process writing approaches tend to be framed in three stages of writing. there are pre-writing, drafting and revising. The pre-writing is aimed to generated ideas, which can happen I numerous ways; reading (extensively) a passage, skimming, or scanning a passage, conducting some outside research, brainstorming, listening, clustering, discussing a topic or questions, instructor initiated questions, and pre-writing. then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instructions.⁷

⁶ Jack C. Richard and willy A. Renandya, *Methodology In English Language Teaching* (New York : Cambridge University Press. 2001), 318.

⁷ H. Douglas Brown, *Teaching by Principles: and Interactive Approach toLanguage Pedagogy*. (New York:A Pearson Education Company, 2001), p. 348

3. Teaching Writing in Junior High School

In teaching writing, the teacher can either focus on the product of the writing or the writing process itself. According to Harmer, the teacher can use process approach aims to get the heart of the various skills that should be employed when writing.⁸

Junior high school students can be considered as teenagers. In the teaching and learning process teenagers usually have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Related to this, Harmer (1998) states that the most important thing for teenagers is the search for an individual identity because this search provides the key challenge for this age group.⁹ An identity has to be forged among friends and classmates.

Therefore, in teaching junior high school students, a teacher needs to use relevant topics and engaging materials to boost the students' self-esteem and make them conscious of their need for an identity. In Indonesia, junior high school

⁸ Harmer, *The Practice of English Language Teaching* third edition, 257

⁹ Harmer, *How to Teach English*, 38

students are required to be able to write various kinds of texts. Many techniques and media can be used to help the students in accomplishing this goal. One of them is by using jumble sentence game to teach recount text.

4. Assessing writing

One of the best known and most widely used analytic scales in ESL was created by Jacob et al, (1981) in the Jacob at al. scales, scripts are rated on five aspect of writing: content, organization, vocabulary, language use, and mechanics.¹⁰ Those elements will be evaluated by following the table of ESL composition:

Table 2.1 Assessing Writing

Aspect	Score	Criteria
Content	30 – 27	Excellent to very good: knowledgeable, substantive, through devolvement, of thesis, relevant to an assigned topic.

¹⁰ Sara Cushing Weigle, *Assessing Writing*, (London: Cambridge University Press, 2002), 115

	26 – 22	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack of detail.
	21 – 17	Fair to Poor: limited knowledge of subject, little substance in adequate development of topic.
	16 – 13	Very poor: doesn't have knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20 – 18	Excellent to very good: fluent expression, ideas clearly stated, well organized, logical.
	17 – 14	Good to Average: somewhat copy, loosely organized but main ideas stand out. Limited support, logical but incomplete sequencing.
	13 – 10	Fair to Poor: non-fluent, ideas

		confuse, or disconnected, lack logical sequencing and development.
	9 – 7	Very poor: doesn't not communicative, no organization or not enough to evaluate.
Vocabulary	20 – 18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17 – 14	Good to Average: adequate range occasionally error of word/idiom form, choice, usage, but meaning confuse of obscure.
	13 – 10	Fair to Poor: limited range, frequent error of word/idiom form, choice, usage, meaning confuse or obscure.
	9 – 7	Very poor: essentially, translation, little knowledge of English

		vocabulary, idioms, word form or not enough to evaluate.
Language Use	25 – 22	Excellent To Very Good: Effective complex construction, few error of arrangement, tense, number, word order/function, article, pronoun, preposition.
	21 – 18	Good to Average: effective but simple construction, minor problem in complex construction, several error in arrangement tense, number, word order/function, articles pronouns, preposition, but meaning often obscured.
	17 – 11	Fair To Poor: Major problem in simple construction, frequent error of negation, arrangement, tense, number, word order/function, article, pronouns, preposition, and run-ons, deletion meaning, confuse

		or obscure.
	10 – 5	Very Poor: Virtually no mastery of sentence construction rule, dominated by error, doesn't not communicative, no organization or not enough to evaluated.
Mechanics	5	Excellent to very good: demonstrates mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.
	4	Good to Average: occasional error of spelling, punctuation, capitalization, and paragraphing, but meaning not to be obscured.
	3	Fair to Poor: frequent error in spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confuse or obscure.

	2	Very poor: Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible or not enough evaluated.
--	----------	---

The assessment table above serves to determine the students' to writing narrative text to facilities researcher calculate the result of his research in SMP Khaerul Huda Kota Serang in that table the writer will assess students' skill writing recount text.

B. Recount text

1. Definition of recount text

Recount are the simplest text type in this genre, formally, recount are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.¹¹ Ken Hayland in his book second writing language also mentioned the purpose of recount is "To

¹¹ Petter Knap and Megan Watkins, *Genre, text, Grammar* (Australia: University of New South Wales Press Ltd, 2005), 223.

reconstruct past experiences by retelling events in original sequences”.¹²

Recount text is a piece of text that retells past events, usually in the order in which they happened.¹³ From definition above it can be concluded that recount text is a text tells about something occurred in the past in order to give information to chronologically of what had happened.

2. Generic structure of recount text

According to Anderson, the steps of recount text are an orientation, a sequence of events, and re-orientation.¹⁴ An orientation is gives background information about who, what, where, and when. A sequence events is a series of paragraph that retell the events in the order in which they happened. And a re-orientation paragraph that may include a personal comment (not always necessary)

3. Language features of recount text

The language features usually found in a recount are:

- a. Proper nouns to identify those found involved in the text.

¹² Ken Hayland, *Second Language Writing*, 20.

¹³ Anderson, *Text Type in English 1*, 49.

¹⁴ Anderson, *Text Type in English 1*, 53.

- 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 events (for example, *first*, *next*, *then*).¹⁵

C. Jumble Sentences Game

1. Game

Language teaching is important for us especially for second language learners. In reality, language teaching can be taught with many methods but it should be enjoyable. A game is structured activity, usually undertaken for enjoyment and sometimes used as educational tool.¹⁶ Smaldino et.al., state that a game is an activity in which participations in follow prescribed rules that differ from those real life as they strive to attain a challenging goal.¹⁷ Another hand Wright, Betteridbe and Buckby define. That ‘game’ to mean an activity which is

¹⁵ Anderson, *Text Type in English 1*, 50.

¹⁶ J.Y.K Karr, *Games and Simulation in English Language Teaching*, (ELT Document, Vol 77, No, 1: 1997), 5.

¹⁷ Smaldino, E. Sharon; Russell. James; Molenda, Michael; Heinich, Robert, *Instructional technology and media for learning*. (New Jersey: Merrill Prentice Hall 2005), 29.

entertaining and engaging, of then challenging. And an activity in which the learners play and usually interact with others.¹⁸

While, the game (in language teaching) an organize activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.¹⁹ From definition above, game is activity that make player enjoy, and it consist of player, action and discipline. Because, “the essential elements of a game are players, actions, and payoffs”.²⁰

2. Kinds of Game

According Hadfield (1996) explains two ways of classifying language games. First, his divides language games into two types: linguistics games and communicative games. Linguistics games focus on accuracy and communicative games focus on successful exchange of information and ideas.

¹⁸ Andrew Wright, David Betteridge and Michael buckby, *Game For Language Learning* (Cambridge University Press:2006), 1.

¹⁹ Jack C. Richard & Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics ,Forth Edition*, (Malaysia: Pearson Education Limited, 2010), 239.

²⁰ Eric Rasmusen, *Games And Information, Forth Edition*, (Australia:Blackwell, 2007), 11.

Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

- a. Sorting, ordering, or arranging games. Information gap games.
- b. Guessing games.
- c. Matching games.
- d. Labeling games.
- e. Exchanging games.²¹

Based on Hadfield's Classification of Language Games above, we can see that Jumbled Sentence is included in the first type. The type requires students to use their mind in sorting, ordering, or arranging actions.

3. Jumble sentences

Jumble sentence is material "writing skills" or skill that trains students to write random sentence into coherent paragraph or text. It can include narrative text, descriptive,

²¹ Jill Hadfield, *Intermediate Vocabulary Games*, (Spain :Pearson Education Limited, 1999), 5.

report, recount, and procedure text.²² Using jumble sentence is one of the teaching aids that the teachers depend on in their teaching.

Jumble sentences are a group of sentences arranged in illogical order. In relation to the characteristics of jumbled sentences practice mentioned previously, it can be categorized as controlled writing.²³ The controlled writing can fit into a composition curriculum at any level of students' ability in these two places:

- a. Before free writing, when students practice a grammatical point or syntactic Structure within a text and just as sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organization to help them in planning their own piece of writing.
- b. After free writing, when we see what problems our students are having and assigned a controlled task to give the practice with the problem areas. When students write

²² Dwi Yulies Putrianty, *Teaching Writing Using Jumbled Sentences At The Eight Grade Students Of SMP Negeri 1 Pabuaran*, (University Of Swadaya Gunung Jati Cirebon : 2013)

²³ Sri Sulasih, *Improving Students' Recount Paragraph Writing Ability Throught Jumbled Sentences Practice at the Second Grade of SMP Muhammadiyah 1 Gadingrejo*, (Lampung of University : 2011)

controlled writing exercise, they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas, and forming sentences. Controlled writing focuses the students' attention on specific features of the written language. It is good method of reinforcing grammar, vocabulary, and syntax in content. In addition, as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, connecting words, and spelling.²⁴

Controlled writing can also be in the form of jumbled sentences. In this case, if the paragraph is unified, coherent, and well supported, the sentences in the paragraph. Could be mixed up (that is "jumbled"), and then reassembled by a reader who is not the author of the paragraph. According to Bull jumble is mix things together in an untidy or confused way.²⁵ And a sentence is a group of word that contains a

²⁴ Ann Raimes, *Technique in Teaching Writing* (Oxford University Press: 1984) 93-97.

²⁵ Victoria Bull, *Oxford Learner's Pocket Dictionary 4th Edition*, (China : Oxford University Press, 2008, 240.

subject and a verb expresses a complete thought.²⁶ So, the jumble sentence is the activities mix up or arrange in to a good paragraph.

Based on the definition above, The jumbled sentences game is defined as some of fun activities which are played in teaching learning process especially in learning writing recount text by rearranging the jumbled sentences by obeying the rules made by the teacher. In this games involve all of the students' to participations playing game in learning English. Based on the definition above Smaldino et.al., state that a game is an activity in which participations in follow prescribed rules that differ from those real life as they strive to attain a challenging goal.²⁷ Jumble sentences game can make teaching English fun. Hadfield stated, "games is activity with a rules, a goal and element of fun."²⁸

²⁶ Ann Hogue, *First Steps in Academic Writing, 2nd Edition*, (America :Longman, 2010),10.

²⁷ Smaldino, E. Sharon; Russell. James; Molenda, Michael; Heinich, Robert, *Instructional technology and media for learning*. (New Jersey: Merrill Prentice Hall 2005), 29.

²⁸ Jill Hadfield, *Advance Communication Game* (USA: Thomas Neison ltd, 1987) iii.

4. The Importance of Jumble Sentences Game

The importance of jumble sentences game in teaching writing recount text is:

- a. Jumble sentences game is expected to be able motivate the students in learning English especially in writing recount text and this games using competition or cooperation in pair, group, team, or whole class activities.
- b. The games can be done with just a board and a few minute preparation, making them a very flexible resource.²⁹
- c. Jumble sentences game can help and encourage many students to sustain their interest and work.
- d. Jumble sentences game in teaching learning make the process easy, enjoyable, and memorable.
- e. Jumble sentences game help the students in the aspect of generating ideas, structure, and vocabulary item.

Based on the explanation above, Jumble sentences game is importance that will help the teacher in teaching writing for junior high school students, especially in the aspect of generating ideas, structure, and vocabulary item.

²⁹ Simon Mumford, *Lesson Outlines (Sentence Games)* (Turkey :2007)

5. The Procedure of Jumble Sentences Game

The procedure of Jumble sentences game in teaching writing recount text, we can follow is the description of the game rules:

- a. Make a 5 or 6 group (each group consist of 5 or 6 students)
- b. Each group has a jumble sentence in envelope.
- c. Pay attention to the jumbled sentences for each group.
- d. Rearrange the jumbled sentences into a good recount text starting at the time that your teacher instructs.
- e. Do not make a communication out of your own group.
- f. Each group may report its work to the teacher if it is done, so the teacher can catch the time of each group.
- g. Who makes it faster and correctly will be the winner.