

CHAPTER II

THEORITICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is one of the important skill to master by the students. They use it to communicate each other, as means of ideas and emotional expression. According to Tricia Hedge, writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation.¹ Thus, a writer have to be able to write an effective writing in order to make a reader understand by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers.

As far as the researcher concerned, writing is the most difficult skill in English. The first reason is because the writer should master English grammar, and the language use in writing is

¹ Tricia Hedge, *Resource Books for Teachers Writing*, (Hongkong: Oxford university press, 1988) p.5

completely different from the language use in spoken language. Another reason is because the word choice in writing is strictly chosen to make the writer's idea make sense. In conclusion, writing skill is a skill that combines some language competences, such as grammar and vocabulary. Furthermore, writing is about how the writers convey their idea, so the writer should be able to understand how to develop and organize the idea.

2. The Writing Process

The writing process is a way of looking at what people do when they compose a written text². According to Barbara Fine Clouse, in the process of writing, the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.³ The writing process is about how the stages of writing applied by the write. As stated in the nature of there are four stages in writing process.

a. Prewriting

Prewriting can be defined as the use of random ideas in developing text when the writer has lack inspiration. The

² Harmer Jeremy, *How to teach English*, (England : Longman, 2004) p.12

³ Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for writers*, (New York: McGraw-Hill, 2005) p.5-6

activities in prewriting are brainstorming, free writing, collecting data, note taking, outlining.

At the prewriting stages students try to express what they will write. In this case the researcher can use YouTube as media that are implemented in the classroom to help students choose the theme and determine the smoothness of the writing process. Students begin to search and determine the direction and form of writing. This can be done through reading activities to examine a form of writing provided by the teacher in the form of an example of recount text.

b. Drafting

Drafting can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft. During the drafting stage, students are focused on gathering ideas. Conceptualization is the stage when students organize and develop ideas they have gathered through activities of opinion in the form of rough draft. To help students develop ideas and conceptualize their writing, the teacher delivers a video of

events in a structured examples of recount text stories as a medium for students to pour all the ideas they have.

c. Revising

Revising is a process when writer rework the rough material of the draft to get it in shape. This process is a time-consuming, difficult part of the process because the writer should express the ideas in the best order and in the best way, so the reader can get the writer's idea. At this revising stages students look back on their writing to further add, replace, or eliminate some ideas in their writing in help by the teacher to improve the writing.

d. Editing

Editing is the last process of writing. In this process, the writer should hunt for errors, especially in grammatical errors. The writer should edit more than once, so the writing can be free of errors.⁴ At the editing stages the focus of the teacher is on the content of the students' writing with the focus of changing on mechanical errors. Students perfect their writing by correcting spelling and

⁴ Barbara, *A Troubleshooting Guide Strategies and Process for writers*, p.5

other mechanical errors. The goal is to make the writing Ready to read optimally.

Writing is an activity that requires a process to produce writing. Writing is also not an instant process, it takes time and engages so many activities, that must be passed such as prewriting, drafting, revising and editing to produce writing.

3. Teaching of Writing

In the teaching of writing the teacher can focus on the product of that writing or on the writing process itself. When concentrating on the product the teacher are only interested in the aim of the task and in the end product. Those who advocate a process approach to writing. However, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phrase, editing, redrafting, and finally publishing their work, a process approach aims to get to the heart of the various skills that should be employed when writing.⁵ Teaching writing is challenging, it may be one of the thoughts jobs a teacher faces. If a teacher teaching in the middle school or a high school classroom, will know the depth of the challenges that the large

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2004) p.257

classes, students first language is not English, and excessive absences-as well as the challenges a teacher discussed previously present for teaching and learning anything. Too many teacher work in the schools clogged with test-prep demands and follow the script teaching expectations. It is not much surprise then some teacher try to avoid writing instruction entirely while other adopt the latest “Teach Writing Quickly” off the shelf product to make their lives a little easier.

Effective teaching writing takes : time for practice, time to share writing, time to complete pieces of writing, and time to respond evaluate all of the writing.⁶ Becoming a successful teacher of writing is a journey because teaching writing is not easy and complicated. In teaching writing the teacher have to see the process when the students doing the task in the class, give attention, help if the student get difficult in writing, not only see the result but also the process one, in teaching writing the teacher need mastering all of about writing like vocabulary, structure, strategy in writing, kinds of writing and other elements.

⁶ DawnLatta Kibry and Darren Crovitz, *Strategies for Teaching Writing*, (USA: Heinemann 2013) p.9

4. Assessing Writing

Assessing students' writing ability requires the clarity of objective or criterion which can be assessed through a variety of tasks. It help teacher to know students ability and also as gift their effort. Weigle states that scoring writing, as follows: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and mechanics (2-5).⁹ The criteria for each item above would be scored as follows:

a. Content

Level	Criteria
30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
26-22	Good average: some knowledge of subject, mostly relevant topic, but lacks detail.
21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.

⁹ Sara Causing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116

b. Organization

Level	Criteria
20-18	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
9-7	Very poor: does not communicate, no organization, or not enough to evaluate.

c. Vocabulary

Level	Criteria
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, occasional errors of word/idiom choice usage but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/idiom form choice usage, meaning confused or obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

d. Language use

Level	Criteria
25-22	Excellent to very good: effective complex construction, few errors of agreement tense, number, word order/function, articles, pronouns, prepositions.
21-18	Good to average: effective but simple construction, minor problems in complex construction several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
17-11	Fair to poor: major problems in simple/complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

e. Mechanics

Level	Criteria
5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
3	Fair to poor: frequently errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

B. Recount Text

1. The definition of Recount Text

One kind of text that is learned by Junior High School is recount text. Recount text is one of text types that retells past events. According to Anderson, a recount is a piece of text that retells past events, usually in order in which they happened.⁷ Thus, the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of

⁷ Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997) p.48

event. Besides, its most common purposes are to inform and to entertain.

In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interviews, and speeches.⁸ Recount text has several types including personal recount is directly involving the story writer as one of the characters in the story like diary, Factual recount is reported about an event that actually happened like police report, and imaginative recount is which tells of events that are not real or not really happening like sample recount text in textbooks and other books that are actually essays.

2. The generic Structure of Recount text

To make an effective recount text needs standard that is used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of: orientation, sequence of events, and reorientation.⁹

⁸ Mark Anderson, *Text Types in English 2*, p.49

⁹ Lancashire County Council, Primary Framework Support for Writing, non-fiction, (Lancashire County Council, 2008) p.6-7

a. Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

b. Sequence of Events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

c. Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one.

The generic of structure of recount text has three section which the first paragraph, called orientation, tells the characters who involved in story, what happened in general, the place where the events happened, and the times of the events. Next, events tells

what happened in sequence. The last is re-orientation as an ending paragraph.

My Holiday In Bandung	
Orientation	<p>Last week, I went to Bandung. I spent my holiday there. I went to Bandung by bus. The travel schedule from serang was at 08.00 AM and arrived in Bandung at 12.00 AM</p>
Events	<p>In the first day, I went to floating market lembang, the atmosphere there is very cool, in addition to comfortable we can see a merchant who sells food above the boat. The ticket price was only Rp 20.000 and we can directly exchange the ticket with a glass of milk.</p> <p>In the second day, I went to The Lodge Maribaya. This place is quite recommended for those who like to hunting photos. In the lodge Maribaya there are many beautiful photo spots and rely on pine trees. Almost all photo spots lead to a pine forest. After that, I went to Bandung bus station because I had to go home to serang.</p>
Reorientation	<p>My holiday in Bandung was only two days but it was very interesting Holiday</p>

3. The language features of Recount Text

There are some language features of recount text, as follows:

- a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!).
- b. Words that show the order of events (then, next, first, afterwards, just before that, at last, meanwhile).¹⁰
- c. The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind).
- d. Personal recounts are common (first person: I was on my way to school ... We got on the bus).¹¹
- e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.¹²

¹⁰ Mark Anderson and Kathy Anderson, *Text type*, p.50

¹¹ Lancashire County Council, *Primary Framework Support for Writing, Non-fiction*, p.7

¹² Government of south Australia, *Engaging in an Exploring Recount Writing : A Pratical Guide for Classroom Teachers*, (Australia : Government of South Australia Department of Education and Child Development,2002) p.2

The language features of each type of text tend to be difference, yet the character of this language is only dominantly meaning more and cover or overcome the other. Narrative and Recount text in some respects both tell something that happened in the past, and be told to be in chronological order using time and place. But the difference between the two is that if the Narrative text represents the conflict experienced by the perpetrator, then tells how to solve it. While Recount Text does not present conflict as in Narrative Text. Recount text only presents a sequence of activities performed by the character in a times series.

C. YouTube

1. The nature of YouTube

YouTube is one source of social media that has grown in popularity over the past five years, including its use in the classroom as an educational tool.¹³ YouTube was launched in 2005 as a place where individuals could record and share their own videos without cost. The website is now owned by Google and is viewed daily by millions of individuals across the world. Although

¹³ Bethany K.B. Fleck, *The journal of Effective Teaching YouTube in the classroom : Helpful Tips and student perceptions*, (vol.14, no.3, 2104) p.21

much of the content on YouTube is for entertainment purposes, there exists an enormity of educational content. For example, YouTube EDU was created in 2009 as an educational hub for lectures, courses, and examples and is used by professionals and non-professionals in a variety of fields.

YouTube is a source of media that is an integral part of the education system.¹⁴ Watching video is more effortless and enjoyable because video can offer an accessible visual and emotional experience to students, presents literacy, and new language – the language of images, and a form symbolic visual codes.

In addition, suggests that it can provide a compelling and immersive educational experience. Students are easier to understand and memorize the information from the video. It was supported by Harmer stated that video can add special extra dimension to the learning experience. Videos help the users to arrange what they will say or write after watching the videos, because they do not listen, but they may recognize it through the gestures of each characters in the videos It can be concluded that

¹⁴ Bethany, *The journal of Effective Teaching YouTube in the classroom : Helpful Tips and student perceptions*, p.22

YouTube Video is media to transfer messages or information which serves visual, symbolic codes, language images, literacy and emotional experiences.

2. The Value and the Advantage of YouTube

In this section the researcher will discuss some of the benefits of YouTube. Based on Gillespie's there are five values of YouTube video:

- a. It provides increased opportunities for interactions between and among students and teacher.
- b. It makes available a greater array of resources
- c. It enables students to take a more active role in learning
- d. It supports a variety of learning styles.
- e. It improves the development of higher order cognitive skills.

The researcher concluded YouTube as a medium of learning is to create the conditions and atmosphere of learning that is interesting, fun and interactive both for students and teachers themselves through presentations online and offline. Utilization of YouTube as a medium of learning can be used at

any time without being restricted if space and time provided the computer or media presentation connected to the internet.

The reason researchers choose YouTube as a medium of learning because YouTube has several advantages as a learning medium is like: YouTube is the most popular site in the internet world today that is able to provide an edit value to education, easy to use and can be followed by all circles including students and teachers, facilitate us to discuss or do question and even review a learning video, free for all circles, Provide information about the development of science education, technology, culture, etc.

3. YouTube As Teaching Media

YouTube will stimulate active learning and provide additional knowledge beyond expected capabilities. YouTube can be used to explain the theory by engaging learners in innovative learning methods. YouTube is an alternative source of timely learning related to video knowledge for educators and learners. Integrating certain videos from YouTube can develop students' appreciative skills and provide learning experiences, not just limited to the subject matter but also the technology used. The general benefits of media in the classroom and the benefits of classroom

discussions are considered and supported by Blended Learning Theory as well as Information Processing Theory. These theoretical foundations clearly demonstrate the intentional integration of YouTube creating positive student outcomes working to advance the current literature. In the developmental educational psychology course under investigation, YouTube videos, coupled with discussion questions, were implemented and assessed. The combination of videos and discussion is a unique and new paradigm to be studied. Student preference data provides helpful tips for use of YouTube in educational settings. In addition, class quiz scores are reflected on as indices of learning.¹⁵

D. Previous Study

The researcher finds some previous studies of researcher about The Effectiveness of YouTube English Video To Improve Writing Skill of Recount Text research as follows:

The first previous study of research is arranged by Sumartini. Her student register is 1101120707. She was studied at IAIN PALANGKA RAYA 2011. Her title about research is “The

¹⁵ Bethany, *The journal of Effective Teaching YouTube in the classroom : Helpful Tips and student perceptions*, p.23

Effectiveness YouTube Video Toward Students' Writing Skill Of Animal Description At The Eighth Grade of MTs N 2 Palangka Raya¹⁶, This study is aimed at measuring the effect of using YouTube video media toward student's writing skill of animal description at the eight grade of MTs N 2 Palangka Raya. In this study, it is used quasi-experimental design. There were two groups in this study, control group (VIII G) which consists of 32 students and experimental group (VIII H) which consists of 32 students. In this experiment, that writer taught the students directly with the same material. Therefore, the use of YouTube video media was applied on experiment group only, and for the control group that applied picture media. To examine the hypothesis, the writer used t-test formula. In addition, the writer used SPSS 21.0 program to compare the data.

The result of t-test using manual calculation showed that the calculated value (t observed) was greater than t table at 5 % significance level or $2.000 < 5,502$. This indicated that the alternative hypothesis stating that using YouTube video media does

¹⁶ Sumartini, Thesis: *"The Effectiveness YouTube Video Toward Students' Writing Skill of Animal Description at the Eight Grade of Mts N 2 Palangka Raya"*.(Palangka Raya: IAIN Palangka Raya, 2015) p.x

not give effect toward students' writing skill of animal description at eighth grade in MTs N Palangka Raya was rejected. Therefore, teaching writing animal description using YouTube video media at the eighth grade of MTs N Palangka Raya was effective at 5% significance level.

The second previous study of researcher is arranged by Fenny Yutika Seli. Her student register is 1110014000091. She was studied at UIN Syarif Hidayatullah Jakarta until 2014. Her title about research is "The Effectiveness of Using Social Networking Site In Teaching Writing of Recount Text"¹⁷. The objectives of this study is to find the empirical evidence of whether social networking site is effective towards students' skill in writing of recount text. According to some theories and studies. It shows that there is positive effect of using social networking site in teaching writing.

This research was a quasi-experiment which involved two classes (experimental class and controlled class) to be researched. The experimental class was treated by using Facebook(one of social networking site) as a media of writing and the controlled class was

¹⁷ Fenny Yutika Seli, Thesis: *"The Effectiveness of Using Social Networking Site in Teaching Writing of Recount Text"*. (Jakarta: UIN Jakarta, 2014) p.i

treated without using Facebook. The samples of this research were the tenth grade students of SMA Negeri 87 Jakarta. They were X IIS 3 class as the experimental class and X IIS2 as the controlled class. Each class consisted of 25 students. They were chosen by using purposive sampling. The instrument that used was written test and analytical scoring by John Anderson was used to assess the test results. The pre-test mean score of experimental class was 65.9 while the post-test mean score of controlled class was 82.6. In the contrary, the pre-test mean score of controlled class was shown by the post-test mean score was 77.7. The significant difference was shown by the post-test mean score of experimental class which was treated by using Facebook in teaching writing was greater than post-test mean score of controlled class which was not treated by using Facebook.

The result of statistical hypothesis test found that on significance level 5% t table was 1.67 while $t_{observed}$ was 2.75 or $t_{observed} > t_{table}$. Hence, the H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. In other words, the use of social networking site is effective in teaching writing of recount text.

This research may be similar those two researches but it also has a difference that is, in the first previous study both using material descriptive text about animals. While, in the second previous study both using social networking media site in teaching and focusing on Facebook. Both of them have the same result that is effective at 5% significance level.

The distinction between the writers study and the previous studies is the writers study focus on writing basic skills. This research tries to improve students' writing skills, especially in writing a simple text recount of experiences, activities or events. The writing is influenced by the use of media, and the media used in this study is YouTube, can stimulate student interest, can make the class more diverse, can make it easier for students to understand, can teach technology, and can give a lot of material. Therefore, the material will give more energy to motivate students to learn English.

E. Hypothesis

Hypothesis is a tentative statement about the outcome of researcher. The truth of it is indeed necessary to be tested know whether it is right or wrong. In this research, the writer proposes a hypothesis : The Effectiveness YouTube English Video to Improve Writing Skill of Recount Text is more significant than without a Video. The criteria used as follows:

1. If $t_{\text{observation}} (t_o) > t_{\text{table}} (t_t)$ in degree if significance is 5% and 1%, is accepted. It means that rates of the mean score of the experimental class are higher than the controlled class. there is significant effectiveness of YouTube English video to improve writing skill of recount text
2. If $t_{\text{observation}} (t_o) < t_{\text{table}} (t_t)$ in degree if significance is 5% and 1%, is rejected. It means that rates of the mean score of the experimental class are same as or lower than the controlled class. there is no significant effectiveness of YouTube English video to improve writing skill of recount text.