

CHAPTER II

THEORITICAL FOUNDATION

A. Writing

1. The Definition of Writing

“Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it.”¹ Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.²

Based on the explanation above, we can conclude that writing is one way to communicate. Writing is one of four language skills that important to teach. Among the four language skills, writing is viewed as a difficult skill by almost all students. It is a skill which requires students to express their ideas, feeling, opinions, and emotions in written form. It is not

¹ Mary Spratt, *et. al.*, *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

² J. B. Heaton, *Writing English Language*, (London: Longman, 1975), p. 135

easy to do. They must transfer their ideas properly and naturally in a good and interesting writing.

In the holy Qur'an, Allah has stated in surah al-'Alaq verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Who taught (the writing) by the pen. He has taught man which he knew not”.³

The word “*Qalam*” in verse 4 of surah al-'Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.⁴

Based on those verses, Allah SWT explained that Allah taught human being by pen (*qalam*). Allah taught human holy Qur'an and taught the wisdom, that is science. Allah taught with Qalam (pen) which could make science more closely. Allah also sent Prophet in order to explain to human. By *Al-Qalam* human can understanding difficult problem, and taught us that we

³ <https://quran.com/96>

⁴ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung; Pustaka Hidayah, 1997), p. 98.

should write the science we read in order to not easy to forget the science.

“Writing is functional communication, making learners possible to create imagined worlds of their own design.”⁵ Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Some experts give their definitions about writing. Boardman and Frydenberg stated that writing is a continuous process of thinking and organizing, rethinking and reorganizing.⁶ This means that in writing process, the writer should think of the idea he or she wants to be written first, then realize the idea into sentences, and arrange those sentences into a good paragraph or text. These processes are done continuously till he or she succeeds in creating a meaningful paragraph or text.

⁵ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

⁶ C.A. Boardman, Frydenberg. *Writing to Communicate Paragraph and Essays*. New York: Pearson Education, Inc. 2002) p. 11

Another expert Ngaraj, defines writing as a skill which has been developed in civilized society to pass on knowledge or messages beyond the constraints of here and now.⁷ In teaching writing, especially for junior high school students, a teacher is required to express the various meanings (*interpersonal, ideational, and textual*) in many forms of interactional text and monologue, especially those in the form of descriptive, narrative, spoof/recount, procedure, report, and anecdote (Competency Based Curriculum 2004, 2004: 5).

According to Heaton writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic.⁸ The statement shows that the main purpose writing is to express ideas, thoughts, and writing clearly in a written language. From the definition above the writer can conclude that by using writing, we can share our idea, feeling or anything

⁷G. Ngaraj. *English Language Teaching Approaches, Methods Techniques*. (Calcutta: Orient Longman 1996: 134) p. 134

⁸ Heaton, *Writing English Language*, p. 127.

that exist in our mind. Writing is one way of making meaning experience.

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it. Writing has various kinds, it can be used as a means to express the writers' idea based on her experience, thoughts, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of decontextualised facts with little awareness of a reader beyond the teacher-examiner⁹.

Peter Elbow adds about his concept about L2 writing¹⁰,
“Writing is a two- step process. First, you figure out your meaning, then you put it into language:”

Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to

⁹ Ken Hyland , *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2002) p. 9.

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, p. 336-337.

express ideas, feelings, experience, message and opinion through words.

2. Process of Writing

Writing is not a quick activity. In fact, when students are required to write, they often find a blank page on their minds. In other words, we can say that finding ideas, writing down the ideas, until students come to their final product, are long process. Often we see that students are quite difficult on what they have to write even though teachers have given them a prompt. Through each process in writing, students will be easier in making a piece of writing.

Harmer suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.¹¹

1) Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will

¹¹ Jeremy Harmer, *Op Cit...* p. 4

influences 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, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

In this step, the students gather idea and information also trying to create a framework or outline will be written. The students started looking for and determine their writing form. This can be done through reading activity to study a form of writing. Besides that, especially in choosing a topic, students also can conduct observation, reading book and literature as well as using chart and images.

2) Drafting

Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into

editing, a number of drafts may be produced on the way to the final version.

In this stage, the students write and refine their writing through a number of concepts. During the drafting stage, the students focused on collecting idea. Opportunity in expressing ideas is done with a little attention to spelling, punctuation, and other mechanical errors.

3) Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising 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.

In this stage, students rewrite their draft into polio paper so it becomes a complete writing. At the same time students also did improve in error mechanical related to spelling and punctuation.

4) Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their 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.

On the last stage of writing process, students publish their writing and complete it with read an opinion and comment given by their friend or teacher.

The students can publish their writing in front of the class or in the schools' wall magazine.

3. The Purposes of Writing

According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in 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, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

Basically, writing is one way to communicate in written form. The purpose of writing is to convey the message, teach to the readers, an idea in the main of the writer, so the readers know about something conveyed by the writer.

A writer should be able to choose the right topic and have to appropriate with the readers' condition.

2) Expressive or Narrative

It is represented by "expressive writing" or "narrative writing is" 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 play.

Narrative it means, through writing, the writer would like to help the readers for understanding, appreciating the writers' feelings and reasoning, and make the readers' life

easier and fun with the writers' creation. The writer purpose to pleasing and evade the readers' sorrow.

Expressive it means, through writing the writer aim to express the feeling and emotion so the readers can understand the meaning provided the writing.

3) Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.¹²

Beside on the explanation above, we can conclude that through writing, the writer aim to convince the readers about the truth of ideas presents, so the readers can be influenced and feel sure about the writers' idea.

4. The Problems of Writing

Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour-not counting the thought and research that went on before the actual

¹² J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.

writing.¹³ Therefore, many problems faced by teachers and students.

The first problem is “the less proficient writer” problem.¹⁴ Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities.¹⁵

It is common for students in today’s educational system to dislike and/or avoid the writing process. Many students feel writing *takes* too long. For some, writing is a very laborious task because there are so many sub-components which need to be pulled together.

¹³ James C Raymond. *Writing is Unnatural Act*. (New York: The Murray Printing Company: 1980), p. 7.

¹⁴ Jerry G. Gebhard, *Teaching English as a Foreign or second Language (2nd Edition)*, (United State of America: The University of Michigan, 2006), p. 223.

¹⁵ Gebhard, *Teaching English as a Foreign or second Language (2nd Edition)* p. 224.

The second problem is “I can’t write English” problem.¹⁶ Students usually give up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort.¹⁷

It means that the students’ motivation of writing is low. Because they feel that they can’t write in English well because of limitedness of vocabulary.

The last problem is “teacher response” problem. Writing teachers often spend many hours reading and marking students’ papers.¹⁸ The suggestion for this problem is teachers can work with students on developing their written work through student-to-student conferences.¹⁹

¹⁶ Gebhard, *Teaching English as a Foreign or second Language (2nd Edition)* p. 225.

¹⁷ Gebhard, *Teaching English as a Foreign or second Language (2nd Edition)* p. 225

¹⁸ Gebhard, *Teaching English as a Foreign or second Language (2nd Edition)* p. 226.

¹⁹ Gebhard, *Teaching English as a Foreign or second Language (2nd Edition)* p. 226

It means that teacher should walk around the classroom to observe the students. The teacher should check the students' works carefully and have to check and give comment on the students' work.

5. Requirement Of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences which contain relevant information about one main or central idea".²⁰

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. A paragraph basically consists of three parts, those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things. They are:

²⁰ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p. 13.

1) Unity/Cohesion

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

2) Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.²¹

3) Completeness

A good paragraph contains enough detail information to explain and prove statements of a topic sentence.²²

Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

²¹ Bram, *Write Well Improving Writing Skills.*, p. 20-21.

²² Otong Setiawan Djuharie, *Paragraph Writing*, (Bandung: Yrama Widya, 2009), p. 69.

1. Content: the substance of writing, the ideas expressed.
2. Form: the organization of the content.
3. Grammar: the employment of grammatical form and syntactic patterns.
4. Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5. Mechanic: the use of graphic conventions of the language.²³

6. Teaching Writing for Junior High School Student

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. "Writing has always been used as a means of reinforcing language that has been taught".²⁴ In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary.

When writing, students need more time to think.

Teacher asks students to focus on accurate language used and

²³ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFY Yogyakarta, 2001), p. 306.

²⁴ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 31-32

what ideas they will write. It can provoke their language development. Teaching writing for Junior High School is not an easy job, because the range of age of Junior High School students varies between thirteen to fifteen years old. They can be named teenagers.

Teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Perhaps because of the enigma of teaching teenagers, little is specifically said in language-teaching field about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders.

Teens are ultra sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

- 1) Avoiding embarrassment of students at all costs.
- 2) Affirming each person's talents and strengths.
- 3) Allowing mistakes and other errors to be accepted.

- 4) De-emphasizing competition between classmates.
- 5) Encouraging small-group work where risks can be taken more easily by a teen.²⁵

Based on the statement above, the researcher concludes that the teacher's role is very needed to motivate students in teaching learning process while students in a transition period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language.

Therefore, teens are a period of change, new experiences learning, and instability life. Teacher should provide them with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them be aware of constructing idea, then let them to resolve it by themselves even though still with the teacher's guidance.

²⁵ Douglas H. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Pearson Education Company, 2001), 2nd Ed., p. 92.

7. Writing Assessment

According to Heaton one method that can be used in assessing writing is test. Testing writing skills are complex and something difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following are varied skills necessary for writing good prose as suggested by Heaton:²⁶

- a. Language use: the ability to write correct and appropriate sentences.
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.
- c. Treatment of content: the ability to think creatively and develop thoughts, including all irrelevant information.
- d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- e. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in

²⁶ J.B Heaton, *Writing English Language Test*, p. 135

mind, together with an activity to select, organize, order the relevant information.

Hamp-Lyons states that the assessment had a positive reception among students, faculty, advisors and other community members because it reflects the concerns of and is easily interpreted by these varied constituencies. In writing test, the writer takes the tests in free writing. The materials that will be tested relates to the recount text because it has been taught in Junior High School especially in the second year students.

Four categories of written performance that capture the range of written production are considered here.²⁷

1. Imitative

To produce written language, the learners must attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentence. A Limited variety types of tasks are commonly used to assess a persons ability to produce written letters and symbol. A few of the common types are described here.

²⁷ Douglas H. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Pearson Education Company, 2001), 2nd Ed., p. 220.

- a. Copying. There is nothing innovative or modern about directing a test taker to copy letters or words.
- b. Listening cloze selection task. These task combine dictation with a written script that as a relatively frequent deletion ratio. The test sheet provides a list of missing words from which the test taker must select. The purpose at this stage is not to test spelling but to give practice in writing.
- c. Pictured cued tasks. Familiar pictured are displayed, and test takers are told to write the word that the picture represents.
- d. Form completion tasks. A variation on pictures is the use of a simple form that asks for name, address, phone number, and other data.
- e. Converting numbers and abbreviation to words. Which numbers are written for example, hours of the day, dates, or schedules and test takers are directed to write out the numbers.

2. Intensive (controlled)

Beyond the fundamental of imitative writing are skills in producing appropriate vocabulary with a context, collocation and idioms, and correct grammatical features up to length of a sentence. A few of the common types are described here.

- a. Short sentence. A drawing of some simple action is shown, the test taker writes a brief sentence.
- b. Pictures description. A somewhat more complex picture may be presented showing say. Test takers are asked to describe the picture.
- c. Picture sequence description. A sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production.

3. Responsive and Extensive writing

Responsive assessment tasks require learners to perform at a limited discourse level, connecting sentences into paragraphs and creating logically connected sequences of two or three paragraphs. Extensive writing implies successful management of all processes and strategies of writing for all

purposes up to length of an essay, term paper, a mayor research project report, or even or thesis. A few of the common types are described here.

- a. Paraphrasing, scoring of the test takers response is a judgment call in which the criterion of conveying the same or similar message is primary, with secondary evaluation of discourse, grammar, and vocabulary. Other component of analytic or holistic scale might be considered as criteria as an evaluation.
- b. Guided question and answer, another lower orders task in this type of writing, which has the pedagogical benefit of guiding learners without dictating the form of the output, is a guide question and answer format in which the test administrator poses a series of question that essentially serve a as an out line of the emergent written text.
- c. Paragraph construction task, assessment of paragraph development takes a on a number different forms:
 - 1) Topic sentence, consist of specifying the writing of a topic sentence, scoring points for its presence or

absence, and scoring and/or commenting on its effectiveness in stating in topic.

- 2) Topic development within a paragraph, consist of clarity of expression of ideas, logic of the sequence and connection, cohesiveness or unity of the paragraph, and overall effectiveness or impact of the paragraph as a whole.
- 3) Development of main and supporting ideas across paragraph, consist of addressing the topic, main idea, or principal purpose, organizing and developing supporting ideas, using appropriate details to under grid supporting ideas, showing facility and fluency in the use of language, demonstrating syntactic variety.

B. Recount Text

1. The Definition of Recount Text

Often we will want to tell other people about something that has happened in our life. We might want to tell about what we did at the weekend. It might be about exciting things that happened when we were on holidays. Speaking or writing about past events is called a **recount**. A recount text is a text that telling the reader

about one story, action or activity. Its goal is to entertaining or informing the reader.²⁸

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.²⁹

Furthermore according to Derewianka recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and

²⁸ Mark Anderson and Kathy Anderson, *Text Types in English 1*, p. 48

²⁹ Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.³⁰

Knapp and Watkins also say that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre³¹. It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events.

2. The Purpose of Recount Text

There are many things which is happen in our life. Sometimes, we need to share our experience to other people. When we retell our past experience in a term of recount, it means that we want to tell other people about something that has happened in our lives. The purpose of a recount is to give the audience a description of what occurred and when it occurred.³² Gerot and Wignell stated that the social function or

³⁰ Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p. 14.

³¹ Knapp, P., and Watkins, M. *Genre, Texts, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University Of New South Wales Press, 2005).

³² Anderson, *Text Types in English 1*, p. 48

purpose of recount text is to retell events for the purpose of informing or entertaining.³³

A recount has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary/story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

3. Example of Recount Text Types³⁴

1) Letters

Letters can be written for all sorts of reasons. Some letters can be recount text types because the writer retells events to the reader. This letters can be posted or faxed. More and more people are now using e-mail (electronic mail) to send their recount.

³³ Linda Gerot, Peter Wignel, 1994. *Making Sense of Functional Grammar*. (Sydney: Antipodean Educational Enterprises. 1994). p. 194

³⁴ Anderson, *Text Types in English 1*, p. 50

2) Conversations

A conversation is a spoken text between two or more people. Conversations can have different purposes to explain, to describe or to argue. Some conversations can have the purpose of recounting events.

Examples of recount conversations are: (1) talking with the students' family about what they did at school today; (2) telling a friend who missed last night's episode of 'Home and Away' what happened.

3) Television Interviews

An interview is a special type of conversation that can be a recount text. Often on current affairs shows or chat shows the guests are asked to recount part of their lives. The interviewer (person asking the questions) may prompt the interviewee (person being interviewed) to recount events.

4) Speeches

A speech is a spoken text that can have a variety of purposes. A recount speech will be one where the speaker tells the audience about a past happening. The speaker would recount the events in the order in which they took place.

4. The Schematic Features of Recount Text

According to Anderson, the steps of constructing a written recount are:

- 1) Step 1: Orientation, a first paragraph that gives background information about who, what, where, and when.
- 2) Step 2: Sequence of events, a series of paragraphs that retell the events in the order in which they happened.
- 3) Step 3: Reorientation, a concluding paragraph.

Models of Recounts

<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"> O R I E N T A T I O N </div>	<p>TRAVELLING TO BALI</p> <p>Last holiday after national examination, I went to Bali for days with my family. My father and my mother went to Bali for work, they went to Bali three days before my brother and I went there. In Bali, we went to many places.</p>	
	<p>In first day, after my brother and I arrived in Ngurah Rai airport, we went to Sanur beach, Kuta beach, and Uluwatu for watched kecak dance.</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"> E V E N T (1) </div>
	<p>In second day, we went to Garuda Wisnu Kencana, Tanah Lot, and ate seafood in Jimbaran. Tanah Lot was very</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"> Event 2 </div>

beautiful. In the third day, we went to waterboom, Kuta Beach, and art market for bought handicraft for my friends. In last day, we just stayed in hotel and went to airport in the afternoon and arrived in Semarang in the evening.

Event 2

Reorientation

← That was amazing holiday.

5. Language Features of Recount Text

According to Anderson, there are four language features usually used in recount text. There are:

- 1) Proper nouns to identify those involved in the text. (for example, *John, Serang, December, etc*).
- 2) Descriptive words to give details about who, what, when, where, and how. (for example, *Mary, Anyer beach, Last week, by bus, etc*).
- 3) The use of the past tense to retell the events. (for example, *went, saw, stayed, played, ate, etc*).
- 4) Words that show the order of events (for example, *first, next, then*).

6. Tense and Recounts³⁵

Tense is the time that the action takes place in the text. It can be in the past (already happened), in the present (is happening now) or in the future (will happen later). The verbs show the tense of the text.

For example:

Table 2.1³⁶

Tense	To be	To have	To go
Past	I was	I had	I went
	You were	You had	You went
	He were	He had	He went
	We were	We had	We went
	They were	They had	They went
Present	I am	I have	I go
	You are	You have	You go
	He is	He has	He goes
	We are	We have	We go

³⁵ Mark Anderson and Kathy Anderson, *Text Types in English 1*, p. 54

³⁶ Mark Anderson and Kathy Anderson, *Text Types in English 1*, p. 55

	They are	They have	They go
Future	I will	I will have	I will go
	You will	You will have	You will go
	We will	We will have	We will go
	They will	They will have	They will go

C. Directed Writing Activity (DWA) Strategy

1. The Definition of Directed Writing Activity

The one of learning writing strategy that can applying by the teacher is Directed Writing Activity (DWA). DWA is a strategy designed based on writing process approach. The strategy developed by Blake and Spennato. According to them in Eanes,

*Directed Writing Activity (DWA) Strategy is a strategy for developing writing skills and using the writing process to enhance content area learning. This strategy can be used at almost any grade level and in any content area. It is an instructional framework that allows for considerable flexibility in terms of the types of writing assignment you choose*³⁷

³⁷ Robin Eanes, Content Area Literacy: Teaching for Today and Tomorrow. (New York: Delmar, Inc., 1997), p. 479.

Directed Writing Activity (DWA) Strategy is learning strategy used guiding the students in writing English systematically and to be composed of pre-writing, drafting, revising, editing, and publishing. According to Broughton, Guided composition is a composition in which the teacher provided the situation and helps the class to prepare the written work, either through written or oral assistance.³⁸

2. The Process of DWA Strategy

As a strategy based on writing process approach, this strategy guiding the student to write systematically that include some steps: *prewriting*, *drafting*, *revising*, *editing*, and *publishing*. There are procedure of DWA strategy from Blanke and Spennato in Eanes:

1) Pre-Writing

Pre-writing is the thinking, talking, reading and writing you do about your topic before you write a first draft. "Pre-writing is a way of warming up your brain

³⁸ Broughton, G., Brumfit, C., Flavell, R., Hill, P., and Pincus, A., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul, 1978), p. 118

before you write, just as you warm up your body before you exercise”.³⁹

Here, teacher preparing students to write by help them to choose their own topic. Teacher can use brainstorming to warm up before students write. Brainstorming is a pre-writing activity to enlisting the ideas related the topic. In this technique, the students write down every single thing that passing through or comes into their minds.⁴⁰

The teacher help the students to make questions draft and answer related with the chosen topic. The teacher should make sure that the students’ answers are correct.

2) Drafting

The next step is drafting. The result of brainstorming in pre writing process is guidance for students to write paragraph.⁴¹ In the drafting phase, the students had to use the answers they got in the pre-writing phase to write recount text.

³⁹ Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed., p. 41.

⁴⁰ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

⁴¹ Blanchard and Root, *Ready to Write*, p. 43.

The teacher gives the recount text model to the students first. The teacher also explains about what the students might and might not write in their recount text writing. Then, the students write first draft using information collected and organize by them. In this phase, the students might make a lot of mistakes on the contents, organizations, language uses, and mechanics.

3) Revising

In this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.⁴²

The teacher has to check and give comments on the students' works. The works are return to the students in the next meeting. The teacher should record the result of the students' works. The teacher should check the students' works carefully because the students would use the teacher's comments to improve their works. The teacher should walk around the classroom to observe the students.

⁴² Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 5.

The students are allowed to ask the teacher questions related to their works or the points of the report.

The classroom is divided into small groups consisting of three-four members. The teacher gives the students' works back. In groups, the students discuss the mistakes (such as: spelling, grammar, punctuation, etc.) and the teacher's comments on their works and how to improve them. They do that in groups.

4) Editing

They have to re-write their works based on the teacher's comments. The teacher should walk around the classroom to observe the students. The students are allowed to ask the teacher questions. It is important to tell the students that this is the last opportunity for them to improve their works. The teacher should record the result of the students' works.

5) Publishing

The students' works are collected and checked by the teacher. The students can publish their writing in front of

the class or in the schools' wall magazine. This was the end of the DWA process.

From the explanation above, we can conclude that DWA strategy is emphasize the students to change the learning. In DWA, the teachers and students together realize learning objective. The teachers become a facilitator that helping and guiding students when they experience trouble in learning. DWA also can motivate the students in writing learning. In DWA, the students choose their own topic that appropriate with their preference and they want. They guided by the teachers to can work cooperative with their partner. Eanest says that

*.... Teachers can motivates the students and helps them perceive the value of learning by making instruction interesting, challenging, enjoyable, meaningful and relevant. Finally, teachers can achieve these goals simply trough a careful selection of materials, strategies, and effectives based on informal assessment of student's attitudes and interest.*⁴³

⁴³ Robin Eanes, *Content Area Literacy: Teaching Today and Tomorrow*, p. 216.

3. The Advantages of DWA Strategy

The advantages of DWA strategy are:

- 1) Can apply in all of school grade.
- 2) Can used to all of essay exercise.
- 3) Has flexible format, so the teacher can modify appropriate with the learning objectives and student necessary.
- 4) Forming the students become creative and critical student.