CHAPTER II
REVIEW OF THE RESEARCH THEORIES

A. Writing

1. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case, the teacher have to know how to teach writing. Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:[1]

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to commiting the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the on going learning experience.

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[1] Jeremy Harmer, *How to Teach English,* (London: Longman group Ltd, 1998), 79.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. it seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to adverstisement.

From the explanation which is delivered by Harmer (1998:79). It can be

seen that those reasons give instructions to the teacher as their job to teach writing. However, Harmer still states that there are several strategies for teacher to

consider (1) The way to get the students to plan. (2) The way to encourage the

students to draft, reflect and revise. (3) The way to respond to the students'

writing.

Writing has also become more important as tenets of communicative language teaching that is, teaching language as a system of communication rather than as an object of study, have taken hold in both second and foreign language settings. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary, is

being supplanted by the nation that writing in a second language is a worthwhile enterprise in and of it self.[2]

2. Definition of Writing

In science, writing as a tie to our knowledge not runs whenever and we must practice our science for another people.

God say in surah Al-Kahfi 109:

قُل لَّوۡ كَانَ ٱلۡبَحۡرُ مِدَادًا لِّكَلِمَٰتِ رَبِّي لَنَفِدَ ٱلۡبَحۡرُ قَبۡلَ أَن تَنفَدَ كَلِمَٰتُ رَبِّي وَلَوۡ جِئۡنَا بِمِثۡلِهِۦ مَدَدًا ۝

109 Say: Though the sea became ink for (writing) the Words of my Lord, verily the sea would be used up before the (written) words of my Lord were exhausted, even though We brought the like thereof to help."[3]

Writing involves communicating a message with a sign or symbol on a page. It need to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skills that has to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill.

Writing is productive skills. It is one of the four language skills, reading, listening, speaking and writing. Writing is focuses on how to produce language rather than receive. Therefore, writing has several

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[2]Sara Cushing Weigle, *Assessing Writing,* (New York: Cimbridge University Press, 2002), 1.

[3] Arif Rifhan*, Al-Qur'an Tiga Bahasa*, (Depok : Penerbit Al-Huda, 2010), P.573

steps to do. After finished writing a text, the writer should read the draft of writing and make corrections. So, writing is not a one-step action.

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Spratt et al (2005: 27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process.

Writing is a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for common people is carried out orally. Business transactions, records, legal documents, political and military agreements, all are writing by specialists whose vocation it is to render language into the written word. Today, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.[4]

There are many differences meaning of writing. The following are some whose ideas on perception the writer believes to be representative to represent the idea of perception the writer has.

Writing is one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment.

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[4]H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Francisco State University: Pearson Education, 2004), 218.

Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of syllabus in teaching of English. However it can be used of variety of purposes, ranging for being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.[5]

The form of writing used to tell or relate is called narration; that used to describe is called description; that used to explain pr interpret is called exposition (or explanation); the form of writing used to persuade or argue is called argumentation.[6]

Writing is actually a process of the functioning all part of brain, the right part that is related to our enthusiasm, spontaneity, emotion, colour, imagination, strong desire, new ideas and cheerfulness, which relates to the process of planning, masking outlines, applying the grammatical, and syntactical construction, editing rewriting, researching and using punctuation.

From definition above, it can be conclude that writing is a thinking process in which getting ideas and arranging ideas, and writing is skill in which it expresses the ideas, feeling and thought are arrange in words, sentence and paragraphs, by using eyes, hand and brain. When the students learn to write, they learn how to generate the ideas.

4. The Writing Process

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 in

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[5]Harmer, *How to Teach English.*, 31

[6]George E. Wilshon and Julia M. Burks, *Let's Write English Revised Edition,* (New York: Litton Educational Publishing, Inc, 1980), 377.

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 stages of the writing process. The stages are presented as follows:[7]

1) 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 stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

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

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

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[7] Harmer, *How to Teach English,* 11.

4) Final Version

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

Furthermore, Brown (2001: 348) describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

5. Genres of Writing

According to Brown, there are three genres of writing, as follow:[8]

a. Academic writing, are includes: papers and general subject reports, essay, compositions, academically focused journals, short-answer test responses, technical report (e.g., lab reports), theses, dissertations.

b. Job-related Writing, are include: message (e.g., phone message), letters/emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, advertisements, announcements, manuals.

c. Personal writing, are includes: letters, emails, greeting cards, invitations, message, notes, calendar entries, shopping lists,

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[8]Brown, *Language Assessment,* 219.

reminders, financial documents (e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, persona journals, fictions (e.g., short stories, poetry).

6. Types of writing

According to Wishon and Julia of types of writing as follow:

a. Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

b. Description

Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to creat a visual image of people, places, even of units of time – days, times of day, or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

c. Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It concludes editorials, essays, and informative and instructional material. Exposition may be used to explain a process, that is, to tell how something is made or done.

d. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it.

Argumentation is used to make a case or to prove or disprove a statement or proposition.

7. Characteristic of Good Writing

General list of the characteristic of good writing :

1. Clarity and focus: in good writing, everything makes sense and readers don't get lost or have to reread passage to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

2. Organization: A well organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing.

3. Ideas and Themes: is the topic of your paper relevant? Does your story come complete with themes? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

4. Voice: this is what set you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scene or images to reader. In any piece of writing, the voice should be consistent and identifiable.

5. Language: (word choice): we writers can never underestimate or file to appreciate our most valuable tools: word. Good writing includes precise and accurate word choices and well crafted sentences.

6. Grammar and style: many writers would wish this one away, but for piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece

of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

7. Credibility or believability: nothing Sys bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in non fiction, accurate research can make or break a write**.**

8. Thought-provoking or emotionally inspiring: perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.[9]

8.   **The Role of Teacher and Student on Teaching Writing**

Richard and Rodgers stated that "teacher and learner roles are the type of interaction characteristic of classroom in which particular method is being used."[10] It shows that both teacher and students have interaction each other in the classroom when a method of teaching-learning happened.

Richard and Rodgers also explain that "teacher roles in method are related to the following issue: (a) the type of function teachers are expected to fulfill, whether that of practice director, counselor, or model for example; (b) the degree of control the teacher has over how learning takes place; (c) the degree to which the teacher is responsible

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[9]Melissa Donovan,10 Core Practices for Better Writing(San Francisco: Swan Hatch Press,2013), 24.

[10]Jack C Richards and Theodore S Rodgers, *Approach and Methods in Language Teaching*, (USA: Cambridge University Press,2001), 28.

for determining the content of what is taught: and (d) the interactional pattern that develop between teachers and learner."[11]

Harmer stated that: When students are asked to write, the teacher needs to deploy some roles that are especially important as follow:

1. Motivator: one of the teacher's principle roles in writing skill is to motivate the students, creating the right condition for generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make much effort as possible for maximum benefit. This way require special and prolong effort on our part for longer process-writing sequences. Where students are involved in a creative activity it is usually the case that some find it easier to generate ideas than others.

2. Resource: During more extended writing task especially, the teacher should be ready to supply information in language where necessary. Teacher needs to tell students that he is available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. It is also stated by Richard and Rodger that in the classical audio lingual method, the teacher is regarded as the primary source of language learning.[12]

3. Feedback Provider: Teacher should respond positively and encouragingly to the content of what the students have written when offering correction, teacher should choose what and how much to focus

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[11] Richards and Rodgers, *Approach and Methods in Language Teaching*, 28.
[12] Richard and Rodgers, *Approach and Methods in Language Teaching*,, 28.

on based on what students need at this particular stage of their studies, and on the task they have undertaken.[13]

Meanwhile, learner roles in method are related to the following issue: (a) type of learning tasks set for learning; (b) degree of control learners have over the content of learning; (c) patterns of learning grouping that are recommended or implied; (d) degree to which learners as processor, performer, initiator, problem solver, etc.

9. The Scoring System

Based on Sara Cushing states that there are five points that writer should calculate as follows:

Content, (13-37). Organization, (13-30). Language Use, (5-25). Vocabulary(7-20), Mechanics, (2-5)[14].

The Criteria for each item above would be scored as follows:

1. Content

Level	Criteria
30-27	Excellent to very good: knowledge. Substantive development of thesis, relevant to assigned topic.
26-22	Good to average: sure knowledge of subject, mostly relevant to topic but lucks detail.
21-17	Fair to poor: Limited knowledge of subject, little substance.
16-13	Very poor: doesn't show knowledge of subject, non substantive, not enough to evaluate.

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[13] Harmer, *How to teach English*, 261.

[14] Weigle, *Assessing Writing*, 116.

2. Organization

Level	Criteria
30-27	Excellent to very good; fluent expression, clearly ideas, and good organized.
26-22	Good to average: somewhat copy, loosely organized but main ides stand out, limited supported, logical but incomplete sequencing.
21-17	Fair to poor: non fluent, ideas confused of disconnected lacks logical sequencing and development.

3. Vocabulary

Level	Criteria
18-20	Excellent to very good: sophisticated range, effective word choice and usage.
14-17	Good to average: adequate range, occasional errors of word, choice, usage but not obscured meaning.
10-13	Fair to poor : Limited range, meaning confused or obscured
7-9	Very poor: essentially translation, little knowledge of English vocabulary or not enough to evaluate

4. Language Use

Level	Criteria
22-25	Excellent to very good: effective, complex construction, few error arrangement, tense, number, word, pronoun and preposition.

18-21	Good to average: effective but simple construction.
11-17	Fair to poor: major problems in simple construction, minor problems in complex construction.
5-10	Very poor: virtually no mastery f sentence constructions rules and dominated by errors.

5. Mechanics

Level	Criteria
5	Excellent to very good: Demonstrate of mastery of convention, few errors or spelling, punctuation, paragraphing.
4	Good to average, occasional errors of spelling, punctuation, paragraphing but meaning not obscured.
3	Fair to poor: frequent errors of spelling, punctuation, paragraphing, poor hand writing, and meaning confused.
2	Very poor, no mastery of conventions and dominated by errors.

B. Recount Text

1. Definition of Recount

There are many kind of writing text. Those are recount, report, discussion, explanation, news item, exposition, explanation, anecdote, narrative, procedure, description, and review. In this paper the writer used recount as the genre text in student writing.

Recount is a text that telling the reader one story, action or activity. The purpose is to tell the readers what happened in the past

through a sequence of events.[15] A personal recount usually retells experience in which the writer was personally involved. It list and describes past experiences by retelling events. It presents the events chronologically (in the order in which they happened).[16] Whereas, in a procedural recount records events such as a science experiment or a cooking experience. It presents the events chronologically (in the order in which they happened).

2. Purpose of Recount Text

Purpose is to tell the readers what happened in the past through a sequence of events. either to inform or to entertain the audience. The purposes of a personal recount are to inform, entertain the audience (listeners or readers), or both. The purpose of procedural recounts is to inform listeners or readers.[17] There is no complication among the participants and that differentiates from narrative

Based on the definition above recount text is text telling about story in the past. The text is telling about people's experience, biography, or self experience. The purpose of the text is for a muse. So, recount text is tells a series of event and evaluate their significant in some way.

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[15] Sudarwati and Eudia Grace, *Look Ahead An English Course,* (Jakarta: Penerbit Erlangga, 2007), 30.

[16] Mukarto, et al. *EOS English on Sky 2,* (Jakarta: Erlangga, 2007), p.62

[17] Mukarto, *EOS English on Sky 2,* 93.

3. Generic Structure of Recount Text

Beside type of making recount text, recount text has a generic structure, having three components:[18]

a. Orientation   : Provides the setting and introducing participant

b. Events   : Tell what happened, in what sequence

c. Reorientation   : Optional-closure of events.

4. Language Features of Recount

Recount text is usually includes the following language features are as follow: [19]

1) The use of nouns and pronouns. (e.g.: David, we, his)

2) The use of action verb. (e.g.: went, spent, played)

3) The use of past tense. (e.g.: We went for a trip to the zoo)

4) The use of time conjunctions. (e.g.: and, but, after, finally)

5) The use of adverbs and adverbs of phrases. (e.g.: in my house, two days ago, slowly, cheerfully)

6) Adjectives. (e.g.: beautiful, sunny)

While, according Mukarto the language features on recount text are as follow:[20]

a. A personal recount uses past tense. (e.g.: This morning my friends and I went to EOS studio)

b. A personal recount also uses connectors to put the events in order. (e.g.: First, we went to arts studio)

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[18] Soeprapto and Mariana Darwis, *Linked to the World 1,* (Jakarta: Yudhistira, 2007), 8.

[19] Grace, *Look Ahead An English Course,30.*

[20] Mukarto, *EOS English on Sky 2,* 63.

c. A personal recount describes events. So there are many verbs or action words used.

d. Personal recount use mainly 1st person pronoun (I or we)

Whereas language focus on procedural recount as follow:[21]

a. A procedural recount uses past tense. (e.g.: Last week Ayu and Siska did a science project at school).

b. A procedural recount also uses connectors to put the events in order. (e.g.: First, they blew up the balloon).

c. A procedural recount describes events, so there are many verbs or action words used.

d. Procedural recounts use nouns (or pronouns) to name people, places and things.

e. Details are selected to help the reader reconstruct the activity or incident.

f. The ending may describe the outcome of the activity. (e.g.: As a result, the air in the bottle got hotter).

g. Details of time, place and incident need to be clearly stated. (e.g.: Few minutes later).

h. Descriptive details may also be required to provide information. (e.g.: The bucket that was full of hot water).

Based on that explanation, the writer tries to explain to the students about recount text clearly. The writer identifies the topic of the text or something that want to inform to the reader, event is the past moment or the chronological activities that will be inform to the reader,

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[21] Mukarto, *EOS English on Sky 2*, 94.

and the last is re-orientation that is consist the conclusion of the record of event in text.

C. Media Smart Card

1. Definition of media

According to Briggs, media is a tool to give stimulus for student for teaching process. Media has function as a tool to make teaching process more active. Interactive media is a part of media to pressure student more be active along teaching process.

> "…..Media Education….. seek to increase children's critical understanding of media…. how they produce meaning, how they are organized and how audience make sense of them, are the issues that the media education addresses.[It] aims to develop systematically children's critical and creative power through analysis and production of media artifact. This also deeps their understanding of the pleasure and enjoyment provided by the media. Media education aims to create more active and critical media user who will demand, and could contribute to, a greater range and diversity of media products.[22]

As Hilda Karli wrote, media are selected appropriately will help learners to understand the concept and information received or owned by the learners before. The more the media learning used in the learning process will be even greater absorption learners to the material worked.

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[22] Michael Fleming & David Stevents, *English In The Secondary School Linking Theory And Practice,* (London:David Fulton Publisher, 2004), 168.

2. There Three Components in using Media, There Are:

a. Visual media

Visual media is using tool and material subject specially to communication as a like book, magazine globe, map, film, TV, radio, recorder, graphic, picture, model, demonstration etc.

b. Audio media

Audio media is a media that using audio on teaching process as a like sound recording, music recording, drama recording, interview or anything that can make teaching process be active and interactive.

c. Touched media

Touched media is a media that using media and give the opportunity for student to manipulating thing or teaching material. It means the students have the opportunity to arrange or make model as a material teaching.

In this section, the researcher presents the kind of visual media. It is used as facilitator or connector in delivering the material from the teacher to students and makes the students motivation in the learning process increase.

3. Definition of Smart Card

Card is a part of visual media, it consist of written, picture, or the sign. Beside it, card is teaching aids which has function to make students easy to understand the concept of teaching process, and make teaching process fun and more effective.[23]

Smart Card is the ideal of way it will open to all brain, encourage them creative appearance, battered the writers' obstacle

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[23]Mugianto, Jakarta, 14 nov 2007. http://jurnaljpi.wordpress.com

down and the result is the students get enjoy and can be understanding in their learning and then using Smart Card will make easier to write.[24]

Smart Card usually used on cooperative learning process. Using card on cooperative learning teaching process can make students more active a long teaching process. It caused the students can discuss with their group by using card that a card has a small size and it effective to remember the activity a since a long process. It is one manner to improve students potential on cognitive, affective, and skill level.

4. The Application Of Using Smart Card To Improve Student Writing Recount Text

Application of media smart card to teach writing recount text is:[25]

1. Teacher provides an initial understanding by exploring the experiences of students related to writing recount.

2. The teacher explains the recount material, including the nature of recount, characteristic of recount, and examples of recount writing.

3. Teacher explains the use of media smart card in learning to write recount.

4. The teacher gave the questions to the students' about content or message contained in the smart card.

5. Teachers share the media smart card that has been printed on paper the colour HVS.

6. The teacher assigns students to write recount using the media smart card.

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[24]Giyanto,*Pembelajaran Bermakna Bahasa Inggris*,(jawa tengah:USAID PROIRITAS,2011),20

[25] Giyanto,*Pembelajaran Bermakna Ba.hasa Inggri,21.*