CHAPTER II

THEORETICAL FRAMEWORK

A. Teaching Strategy

1. Definition of Teaching Strategy

David Nunan states date, "Strategies are the mental and communicative procedures learners use in order to learn and use language. Underlying every learning task is at least one strategy. However, in most classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engaged.[1]"

Strategy in teaching is a teacher's act on performing plan of teaching[2] . Teaching strategy is what teachers do in teaching and learning with certain way. It is a tactic to reach the goal of teaching and learning. The successful of teaching depends on the strategy in teaching which is taken by teacher.

Strategy in teaching can be learned on some theory books, and it is depends on teacher creativity. But the most important

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[1]David Nunan, *Second Language Teaching and Learning (1999),171.*
[2]Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar,* (Bandung, Sinar Baru Algensido, 1998), 147.

thing in teaching is not learn the strategies it needs practice and action in the class.

Strategy in teaching can be successful and failed, because it depends on classroom condition. If teacher can use strategy in teaching very well, the teacher will be able to reach the goal of teaching and learning. If teacher is not able to use strategy very well, the teacher will face a failure in teaching. It is a bad dream for every teacher, of course. So, understanding and mastery of strategy in teaching is very important for teacher.

Connected with teaching and learning, strategy can be mean as general patterns activity among teacher and students in teaching and learning activity to reach goals which is decided.[3]

The are four base strategies in teaching and learning as follow.[4]

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[3]Syaiful Bahri Djamarah and Arwan Zain, *Strategi Belajar mengajar,* (Jakarta: PT RinekaCipta,),5.

1. Identifying and decided specification and qualification of behavior changing and personality students as wanted.

2. Choosing approach system o teaching and learning base aspiration and society live view.

3. Choosing and deciding procedure, method, and technique teaching and learning exactly and effectively, so it can be reference or teachers on their teaching.

4. Deciding norms and minimum limit successful or criteria and standard of successful so it can be by a teacher to their teaching and learning evaluation which next it can be a feedback for perfecting of instructional system which relate on everything.

2. ELT Strategies

Analyzing the writing skills in mastering the language has been widely applied yet, the selection and application procedures as a learning strategy must be appropriate and is something that must be done by a teacher. In accordance with this research topic, namely "the ability to write text using techniques Recount picture series and writing diary in class X

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SMK YP Fatahillah 1 Cilegon written to complete the studies that have been done before.

3. Kinds of learning models

1. Discovery learning understands concepts, meanings, and relationships, through an integration process to arrive at conclusion.[5] The discovery that occurs when a person is involved, mostly in the process o using his mental to find some concept and principles. Discovery is done through observation, classification, measurement, predication, determination and inference. The process is called cognitive process while thievery very itself is the mental process of assimilating concept and principles in the mind.[6]

2. Problem based learning it is learning that uses a variety of thinking skills from individual students or groups as well as the real environment to overcome problems so that they

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[5] Budiningsih, Asri. 2005. *Belajar dan pembelajaran.* Jakarta: Rineka Cipta. P. 43

[6] Robert B. Sund in Malik, 2001. *Media Pendidikan: Pengertian model Discovery Learning.* P. 219

are meaningful, relevant, and contextual.[7] The purpose of

PBL is to improve the ability to apply concepts to new

real problems, integrate the concept of high order thinking

skill, the desire to learn direct self learning and skills.

3. Project Based Learning is learning using real project in life
   that are based on high motivation, challenging questions,
   task or problems to form the mastery of competencies that
   are carried out collaboratively in an effort to solve
   problems.[8] The aim of project based learning is to increase
   motivation to learn, team work, collaboration skills in
   achieving high level academic abilities/taxonomies of the
   level of creativity needed.

B. Writing

1. Definition of Writing

"Writing is functional communication, making

learners possible to create imagined worlds of their own

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[7] Tan onnseng ,2000.
[8] Barel, 2000 and Baron 2011 .

design."[9] 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.

Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps**.**

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

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page. It is a means of communication. Whenever the writer wants to write, he has to knowing the audience or reader, it will help in reaching the goal of communicating clearly and effectively.[10] Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought. Finnochiaro says that writing has been characterized as written thinking.[11] It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

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[10]Alice Ochima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, P. 2.

[11]Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 86.

2. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write.[12]There are two types of writing:[13]

1. Factual Writing

This type deals with the fact and functional writing. It is purposed to special goal.The main text types in this category are: [14]

a. Recount

Recount is the text that retells past events, usually in the order in which they happened. The purpose of a recount is the audience are given a description of what occurred and when it occurred.

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[12]Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.85.
[13]Mary , *English as a second,* p.86
[14]Mark Anderson and Kathy Anderson, Text Types in English, (Macmillan), 1–122

b. Response

The response text is a person's response or action to another text (a book, film, play, poem and so on). It gives a description of the work and judgement.

c. Explanation

The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of explanation is to tell each step of the process (the how) and to give reasons (the why).

d. Discussion

The discussion text type gives the for and against, the positive and negative, or the good points and the bad points. The purpose of a discussion is the audience are presented different opinions on a topic and, at the end, your opinion. 5) Information report Information report is a piece of text that presents information about a subject. An information report

usually contains facts about the subject, a description and information on its parts, behavior and qualities.

e. Exposition

Exposition is a piece of a text that presents an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side an argument.

f. Procedure

Procedure is a piece of text that give us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.[15]

2. Literary

Literary texts include Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. There are three main text types in this category:

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[15]Mark and Kathy, Text Types, 1–122

a. Narrative

Narrative text types tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning.

b. Poetic

Poetic text types express feelings and impressions of life.

c. Dramatic

Dramatic text types use acting to communicate ideas and experiences. Drama can be spoken or written.[16]

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:

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[16]Mark and Kathy, Text Types, 1–122

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.

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.

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.[17]

4. The Writing Process

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.[18]

a. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write

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[17]J. Michael O"Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.
[18]Karen Blanchard and Christine Root, *Ready to Write,* (New York: Pearson Education, Inc,2003), 3rd Ed. p. 41.

down every single thing that passing through or comes into our minds.[19]

b. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around.[20] There are the steps of clustering process:

1. Write our topic in the center of a blank piece of paper and draw a circle around it.

2. Write any ideas that come into our mind about the topic in circles around the main circle

3. Connect those ideas to the center word with a line.

4. Think about each of our new ideas, and then connect them.

5. Repeat this process until you run out of ideas.[21]

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

[20]Karen and Christine, *Ready*, p. 42.

[21]Karen and Christine, *Ready*, p. 42.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph.[22] As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

a. Begin with a topic sentence that states the main ideas, include several

   Sentences that support the main idea.

b. Stick the topic does not include information that does not directly support the main idea.

c. Arrange the sentences so that the other ideas make sense.

d. Use signal words to help the reader understand how the ideas in your paragraph are connected.[23]

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze

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[22]Karen and Christine, *Ready*, p. 43.
[23]Karen Blanchard and Christine Root, *Ready to Write*, p. 43.

the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical Accuracy. So, 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.[24]

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

a. Add new ideas to support the topic.

b. Cross out sentences that do not support the topic.

c. Change the order of the sentences.

Using the following checklist to revise your paragraph.

    1. Make sure you have a topic sentence.

    2. Cross out sentences that do not relate to the main idea.

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

3. Check to see if the sentences are in the right order.

4. Add new ideas if they support the topic sentences.

5. Make sure you have included signal words to help guide the reader.

6. Check the punctuations, spelling and grammar.[25]

5. Requirements 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".[26]

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. Idea is the beginning of creative process. A paragraph

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[25]Jeremy, *The Practic*, p. 44.
[26]Barli Bram, *Write Well Improving Writing Skills*, p. 13.

basically consists of three parts; those are introduction, body, and conclusion.

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

They are:

a. Unity

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.

b. 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.[27]

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[27]Barli, *Write Well Improving,* p. 20-21

Writing skill is complex and difficult to teach 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:

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 particularTone or flavor to the writing. It is also called style.

5. Mechanic: the use of graphic conventions of the language.[28]

6. Teaching Writing Skill

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a „backup‟ for grammar teaching to a major syllabus strand in its own right,

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[28]Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFE Yogyakarta, 2001), p. 306.

where mastering the ability to write effectively is seen as a key objective for learners.

The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.[29]

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar

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[29]Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Ltd, 2004) P. 31

books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

a. Implications for Learning and Teaching

A consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication media-is not only of academic interest. It also has implications for the way we teach writing.

Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink.

The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students" attention was directed to the rather than the how of text construction. Product approaches expected the student to only analyze texts in term of what language they used and how they were constructed.[30]

b. Strategy for Writing Teaching Process

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

1. Get students to plan writing

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups

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[30]Jeremy Harmer, *How to Teach Writing*, P. 11

come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.[31]

2. Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision.

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[31]Jeremy, *How to Teach Writing*, P. 11

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finishes product.

3. General Concept of Text

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning.[32] In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the

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[32]Mark Andersons and Kathy Andersons, *Text Type in English 1-2*, (Australia: Mac Millan Education, 2003), p. 1.

meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.[33]

According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.[34] Human beings are different from other creatures that live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions; it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

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[33]Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris,* (Yogyakarta: Pustaka Pelajar, 2003), p. 3-4.

[34]Rudi Hartono, *Genres of Text,* (Semarang: UNNES, 2005), p. 4

Halliday and Hasan said that a text is a social exchange of meanings.[35] The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, the teacher must be able to develop students"abilities to exchange the meanings in different points of sentence.

7. Recount

a. Definition of Recount

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

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[35]M.A.K. Halliday, &Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984) p. 11.

look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[36]

b. Generic Concepts of Recount

There are three generic structure of recount. They are:[37]

1. Orientation: provides the setting and produces participants. It provides information about ,who', 'where', and ,'when'.

2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3. Re-orientation: optional-closure of events. It is ,,rounds off" the sequence of events.

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

[37]Ken Hyland, *genre and Second Language Writing*, p.135

c. Grammatical Features of Recount

The common grammatical features of recount text are:[38]

1. Use of nouns and pronouns to identify people, animals, things involved

2. Use of actions verbs to refer to events

3. Use of past tense to locate events in relation to speaker's or writer's time

4. Use of conjunctions and time connectives to sequence of events

5. Use of adverb and adverbial phrase to indicate place and time

6. Use of adjective to describe nouns

d. Types of Recount

There are three types of recount:

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

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[38]Ken Hyland, *genre and Second Language Writing*, p.135

2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

3. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

Here the example of recount text:

Our Trip to the Blue Mountain

Orientation   On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots ofcolorful flowers and a tennis court.

Event 1   On Saturday we saw the Three Sisters and went on the scenicrailway. It was scary. Then, Mummy and I went shopping withDella. We went to some antique shops and I tried on some old hats.

Event 2   On Sunday we went on the Scenic Skyway and it rocked. We sawcockatoos having a shower.

Reorientation   In the afternoon we went home.

8. Definition of Key Term

1. **Teaching strategies** is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.

2. **Writing** is a process of communication that uses conventional graphic system to convey a message to readers. This also means that writing is used for communicating one's idea in written form to readers, so that the readers can understand the information.[39]

3. **Teaching writing** is the teaching process to help students to express and develop students' idea into a paragraph or text and write the main idea then develop it with good coherence.

4. **Recount text** is a composition that consists of sentences to retell events for the purpose of informing or entertaining, (Pendampingan Materi Bahasa Inggris. Prestasi).

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[39] Linderman.1983. p. 3