CHAPTER II

THEORITICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is one of the important think from four basic skills in English learning. By writing someone is giving time to think, trying ideas on paper, choosing words, reading what have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

Writing is not the same as speaking. Writing takes longer time to think up for expressing opinions. It is different from speaking that spontaneous and it did not take long time for expressing opinion.[1]

According to Alice Oshima and Ann Hogue writing is a progressive activity.[2] It means that when someone first write something down, it has already been thinking about what are going to say and how are going to say it. Then after finishing it, read over what have written and make changes and corrections. Therefore, writing is never a one-step action, it is a process that has several steps.

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[1] Geooffrey Broughton, *Teaching English As a Foreign Language,*(City: Routledge, 1980),p.116

[2] Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (Wesley : Longman, 1997), p.2.

According to Monaghan writing is thinking on paper[3]. It means, the important thing of writing for the students is to express feelings and produce in their own language on the paper. The students hopefully can convey ideas, feelings, desires and knowledge by writing.

According to Harmer writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.[4] it means, writing is an activity to make students creative and it makes students able to think up ideas that it can be implemented in writing. It can help and improve students writing.

According to Bowker writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary.[5] It means that if someone has many problems or tell what happened, writing an email or in diary book is solution for telling their activity or problems.

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[3] Connie Monaghan, *Effective Strategies for Teaching Writing* (Evergreen: The Faculty of The Evergreen State College, 2007),p.1-2.

[4] Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Pearson Education Limited, 2004), p.33.

[5]Natilene Bowker, *Academic Writing: A Guide to Tertiary Level Writing* (Palmerston North: Massey University, 2007), p.2.

Depend on definition above, the writer concludes that writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. However, writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write. Writing is a way to develop an idea, express arguments, feeling and thoughts in the form of word in sentences. This language skill is used to communicate with others by writing.

2. The Purpose of Writing

According to Grenville, there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform[6]

a. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their creativity. It must not make the readers laugh, but engage their feeling in some ways.

b. To inform

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can be seen in newspaper and article,

[6] Kate Grenville, *Writing from Start to Finish: A Six Step Guides*, (Sydney: Allen and Unwin, 2001),p.1

scientific or business reports, instructions or procedures, and essays for school and university.

c. To persuade

The writer tries to convince the reader of something that a poin of view is valid by presenting the fact or data so that readers follow writer opinions and act upon it.

3. The Process of Writing

In writing a text, it has the process of writing certainly. According to Oshima & Hogue There are three main stages in the writing process as follow[7]:

a. Prewriting

1. Choosing and Narrowing a Topic

In this step, the writer narrows the topic into the specific topic that will be written. For example; the topic of the environment is too large explained. So, the writer can narrow this topic into the specific topic such as environment pollution, global warming, etc.

[7] Alice Oshima and Ann Hogue, *Writing Academic English Third Edition,* (Wesley: Longman, 1999), p.3-12

2. Brainstorming

After the researcher chosen the narrowing topic to specific focus, the next step is generating ideas. This done by a process called brainstorming. To understanding brainstorming easier, someone should to know three points that support the brainstorming:

a. Listing

In listing, the writer writes notes of data lists such as all about words or phrase related the topic we chosen.

b. Free writing

Next, the writer writes freely about the topic by looking a specific focus that was chosen in listing point. In this point, the writer writes down without worrying about appropriateness, grammar, spelling, logic or organization.

c. Clustering

Clustering is brainstorming activity that use to generate ideas. In clustering, someone can describe the topic with using main map technique from the general into the specific describing.

b. Planning

1. Making sub-lists

Making sub-lists is the first step toward making an outline is to devide the ideas in the topic lists further into sub-lists and to cross out any items that don't belong or that aren't usable.

2. Writing the topic sentence

Topic sentence is the most general sentence in a paragraph, and it express the central focus of paragraph.

3. Outlining

An outline is a formal plan for a paragraph. In an outline, someone write down the main points and sub-points in the order in which someone plans to write about them.

c. Writing and revising drafts

1. Writing the first rough draft

After prewriting (stage 1) and planning (stage II), the final stage is writing and revising several drafts until you have produced a final copy to hand in. The first way is the revision process by write a rough draft from the outline.

2. Revising content and organization

After write the rough draft, the next step is revising. In revising, someone changes what have written in order to improve

it. Checking it over for content and organization, including unity coherence, logic and also change, rearrange, add or delete. All of revising is for the goal communicating our thoughts more clearly, more effectively, more interesting way and more structured well.

3. Proofreading and second draft

After revising and organizing our writing, the next step is doing proofreading or analyzing the writing at the second time. This is important for being accurate and organized writing. So it will become the systematic writing according to the structure of writing, nothing the mistakes of writing that make critical to the readers.

4. Writing the final copy

After finishing the step of the process of writing, the writer should to move the revised writing into a new paper for getting writing neatly so it becomes more beautiful writing and it ready to read.

4. The Types of Writing

In writing, there are types of writing, such as: personal writing**,** academic wiring, etc. According to H Douglas Brown, there are three genres of writing:

a. Academic writing, such as: Theses, dissertation, academically focused journals.
b. Job related writing, such as: Advertisement, letter/email, manuals.
c. Personal writing, such as: Shopping list, diaries, invitation, reminders.[8]

Thomas S. Kane said that there are four kinds of writing:

a. Exposition

Exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

b. Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what someone sees into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above or below, before or behind, right or left, and so on.

[8] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p.219

c. Narration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

d. Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.[9]

5. Aspects of writing

In writing process, the students should pay attention to the aspect of writing in order that they are able to write well. The students writing can be seen be from the aspects of writing. According to Jacobs et al.'s (1981) there are five aspects of writing, they are:

a. Content
b. Organization
c. Vocabulary

[9] Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 1988), p.6-7.

d. Language use

e. Mechanics[10]

The five aspects are differentially weighted to emphasize first content (30 points), organization and vocabulary (20 points), language use (25 points), and mechanics receiving very little emphasis (5 points).

B. Recount Text

1. Definition of Recount Text

There are many kinds of writing text. There are recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text.

According to Hyland Recount is telling what happened.[11] It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc.

According to Knapp Recounts is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an

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[10] Sarah Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 115

[11] Ken-Hyland, Second Language Writing (Hongkong: Cambridge University Press, 2003), p.124

orientation.[12] It means that recount is genre of text that explores the informative fact for the past experiences.

According to Saragih Recount Text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.[13] It means that beside retells about events or experiences in the past, the recount is also has the function to entertain people in order to interest when read the story.

Depend on definition above, the writer concludes that recount text is a text which retells events or experiences in the past. Recount is genre of writing that explores the informative fact for the past experience. Recount explores the series of events which happened to social function is to retell events for the purpose of informing or entertaining.

2. The Purpose of Recount Text

In writing recount text, the writer tells about the events that someone used to experiences. Hyland said that the purpose of recount text

[12] Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Australia: University of New South Wales Press Ltd, 2005), p. 223

[13]NatanaelSaragih, et al., "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar," *IOSR Journal Of Humanities And Social Science*, Vol. XIX, No.1, (February, 2014), 56-64.

is to reconstruct past experiences by retelling events in original sequence.[14] The purpose of recount text is to list and describe past

Experiences by retelling events in the order in which they happened. Recount text also represents which can be used to motivate, inform and entertain the readers.

Joko Priyatna said The purpose of recount text is to tell a series or sequence of events and evaluate their significance in some way.[15] It means that the student writes the events that used to experience. The student writes recount text by following the sequence of generic structures in the form of the past tense.

3. Features of A Recount

a. Constructing a written recount

The recount text type retells past events, usually in the order in which they happened, the steps for constructing a written recount are:

1. A first paragraph that gives background information about who, what, where and when (called an orientation).
2. A series of paragraph that retell the events in the order in which they happened.

[14]Hyland, *op cit*., 20.

[15]JokoPriyana, et al., Interlanguage: *English for Senior High School Students X* (Jakarta: Grasindo, 2008), p.10-11

3. A concluding paragraph (not always necessary.

b. Language features

The language features usually found in a recount are:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of the past tense to retell the events
4. Words that show the order of events (for example, *first*, *next*, *then*).[16]

4. The Types of Recount Text

According to Derewianka in journal of English language teaching, there are three types of recount text such as personal recount, factual recount, and imaginative recount.[17]

a. Personal recount: usually written in the first person
b. Factual recount: concerned with recalling event accurately
c. Imaginative recount: the students have to imagine to situation as if they are in the real situation in the past.

[16] Anderson, *op cit*., 50.

[17] Uci Mulyani and Muh. Al-Hafizh, "Teaching Junior High School Students to Write Recount Text Through Wikis Media," *Journal of English Language*, Vol. 1, No.1, (September 2012), p.227.

5. The Generic Structures of Recount Text

The generic structures of recount text are:

a. Orientation: provides the setting and produces participants. It provides information about whom, where, and when

b. 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.

c. Re-orientation: optional-closure of events. It is rounds off the sequence of events.[18]

[18] Hyland, *loc. It.*

6. The Example of Recount Text

Our Trip to The Blue Mountain
Orientation One Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and tennis court.
Events On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation In the afternoon we went home.