

CHAPTER II

THEORETICAL FRAMEWORK

A. General Concept of Writing

1. Definition of writing

Writing is one of the essential skills in studying English material. As one of the four core language skills, writing is considered a communication tool that involves spelling, punctuation, and grammar. According to Sakkir, writing produces or reproduces verbal messages into written language. It involves an active process to organize, formulate and develop the ideas on the paper so that readers can follow the writer's message. Besides, writing skills require accurate and precise grammar, spelling, punctuation, capitalization, and vocabulary.¹ Meanwhile, according to Chappel in Klimova (2012: 9), writing is critical for students to learn because it brings many advantages.²

Based on the definition above, writing is one of the complex text skills and sometimes challenging to teach because requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgment elements. Therefore, teaching writing is different from other aspects of language skills. Because people can communicate directly in spoken, but in writing, they have to think about their idea and use suitable language before writing something.

¹ Geminastiti Sakkir, "The Effectiveness of Pictures in Enhance Writing Skill of Senior High School Students," *Interference Journal of Language, Literature, and Linguistics* Vol. 1, No (2020): 4.

² Nadiya Kurniati, Yudi Juniardi, And Dina Rachmawati, "Developing a Printable Picture Book Based on Local Heritage to Teach Descriptive Text Writing for The 10th Grade," *Proceeding Aiselt (Annual International Seminar on English Language Teaching)* (2020): 139.

2. The purpose of writing

Writing is an activity that has many purposes. To inform something, be it ideas or ideas. To persuade, someone writes to persuade, invite and stimulate the reader to determine whether they agree or disagree with what is written by the author. To educate, educate someone through writing that contains knowledge material. To entertain the readers through writings that contain humor.

3. The benefits of writing

There are some benefits of writing, according to Horiston in Darmadi, namely: Writing activity is a means to find something, in the sense that it can lift ideas and information that is in our subconscious mind. Writing activities can generate new ideas. Writing activities can train the ability to organize and clarify various concepts or ideas. Writing activities can train the objective attitude that exists in a person. Writing activities can help us to practice solving several problems at once. Writing activities in a field of science will allow us to be active and not only be recipients of the information.³

B. Recount Text

1. Definition of recount text

A recount is the simplest type of text that retells past events or experiences. Recount text is an entertaining text consisting of a series of related events. Recount text is sequential texts that do little more than

³ Kaswan Kaswadi, *Meningkatkan Kemampuan Menulis (Panduan Untuk Mahasiswa dan Calon Mahasiswa* (Yogyakarta: Andi, 1996), 3-4.

sequence series of events.⁴ A recount text is written to inform an event or entertain people.⁵

According to Wardiman, “Recount is to give the audience a description of what occurred and when it occurred.” Recount text is the form of text that aims at retelling events to inform or entertain. There are many general areas encountered by the students when they are ordered to write a recount text. According to Astuti, recount means narrating to tell a story in detail. Recounting tells something that happens to a write or someone else in the past.⁶ Based on the Longman Dictionary of Contemporary English definition, the purpose of recounting text is to tell someone a story or describe a series of events.⁷

It is common to tell a story to someone both in verbal and written forms in our lives. If students can speak it fluently, they can write it down with the same fluency flow. We can say that, shortly, the recount is a text that tells someone's experience that aims to give information or is just entertaining.

2. The purpose of recount text

The purpose of the recount text is to give information about what had happened, when it happened, where it happened, and who was involved. The purpose is to list and describe past experiences by retelling events in which they happened (chronological order). Some recount texts will be purely informative, but others may aim to inform or entertain.

⁴ Peter Knapp, Megan Watkins, *Genre, Text, Grammar (Technologies for Teaching and Assessing Writing)*, (Sydney, Australia: University of New South Wales Press Ltd, 2005), p. 223-224.

⁵ Selviana Napitupulu, Fenty Debora Napitupulu, Kisno, *The Functional Texts*, (Sleman, Yogyakarta: Deepublish, 2020), p. 29.

⁶ Siti Nurbaya, Albert Rufinus, and Sofyan, “Teaching Writing A Recount Text By Using Guided Questions” (n.d.): 2.

⁷ Pearson Education Limited, *Longman Dictionary of Contemporary English*, p. 1373.

3. The language features of recount text

a. Focus on a specific participant,

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. The first person is happening to the person writing the recount. Example: *I went to the park.* In the third person, an observer is telling it. Example: *Vera went to the park; she saw a pond near that park.*

b. Using simple past tense,

The simple past indicates that an activity or situation began and ended at a particular time in the past.

<p>The formula of simple past</p> <p>S + V2 + O + C</p>

S: Subject

V2: Past verb

O: Object

C: Complement

1) The simple past tense of verbs can be formed by:

a) Adding “ed” to the verb.

Examples:

Walk – walked

Open - opened

Jump – jumped

Talk - talked

b) Adding “d” to the words ending in “e”.

Examples:

Live – lived

Smoke - smoked

Bake – baked

Like - liked

c) We are changing “y” to “i” before adding “ed” to words ending in “y”, except when the “y” follows the vowel.

Examples:

Carry – carried

Say - said

Try - tried

Fry – fried

d) Changing the spelling.

Examples:

Fight – fought

Break - broke

Run – ran

Sing - sang

e) Not changing the spelling at all.

Examples:

Cut – cut

Beat - beat

Hit – hit

Put - put

2) The table shows when to use was and were.

I	Was	Happy
He		
She		
It		
You	Were	
They		
We		

a) Was is used with a singular subject.

b) Were is used with a plural subject, except for ‘you.’

c. Using the conjunction, such as: then, before, after, and much more.

d. Time connectives (first, next, finally, after) link separate events or paragraphs into a coherent text.

e. Adverb and adverb of phrases to indicate specific times and places.

Example: yesterday, last week, at home, and outside.

4. Generic structure of recount text

There are three generic structures of recount text there are;

a. Orientation

Orientation is as opening or introduction in recount text. It contains about who, what, when, and where. For example;

Who; The teacher, The doctor, Smith.

What; played, visited, went.

When; Two years ago, yesterday, last night.

Where; at the office, in a school, in a village.

b. Event

An event is a part of a recount text. An event retells what has happened. It should be selected carefully to add the readers' understanding of the topic. Events are usually sequenced chronologically, but students should be encouraged to arrange events in order of importance. Unity between paragraphs is created by using time connectors (before, throughout, finally) so that the separate events form part of coherent text.

c. Reorientation

Reorientation is the functions as a closing of the event in recount text. It concludes the retelling of the events. The final section concludes the recount by summarizing the result, evaluating the topic, or offering personal comments.

From the explanation above, the researcher concludes that orientation tells the reader about the text's place, time and is set to lead the readers to the context. The series of events tell the context of the text. Then the conclusion of the text is in reorientation.

5. The types of recount text

Dereweinka's five types of recount text are personal recount, factual recount, imaginative recount, procedural and biographical.

- a. Personal recounts are usually written in the first person. A personal recount is a retelling of an activity that the writer or speaker has been personally involved in (e.g., oral anecdote, diary, and entry). Language features of a personal recount are: use of first pronoun (I, we), personal

responses to the events can be included, particularly at the end, and details are often chosen to add interest humor.

- b. Factual recount text is a recount text recording the particulars of an accident (e.g., report of a science experiment, police report, news report, and historical recount)—factual concerned with recalling an event accurately. The language features of factual recount text are third-person pronouns (He, she, they). Details are usually selected to help the reader accurately reconstruct the activity or incident. Sometimes the ending describes the outcome of the activity (e.g., in a science experiment), the passive voice may be used (e.g., the breaker was filled with water).
- c. An imaginative recount takes on an imaginary role and gives detailed events (e.g., day in the life of a Roman Slave: how I invited). An imaginative recount has students imagine the situation as if they are in the actual situation in the past.
- d. A procedural recount records the steps taken in completing a task or procedure. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- e. A biographical recount tells the story of a persons' life using a third-person narrator (he, she, and they). In this case of autobiography, first-person narration (I, we) is used.⁸

6. The example of recount text

Here is the example of recount text:

Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.
Events	We saw the three sisters on Saturday and went on the

⁸ Uci Mulyani and Muh. Al-Hafizh, "Teaching Junior High School Students to Write Recount Text Through Wikis Media," *Journal of English Language Teaching*, Vol. 1 No., no. C (2012), p. 227.

	scenic railway. It was scary. Then, 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. That was an enjoyable moment with my family that I ever got.

Table 2.1: Example of Recount text

C. Game

1. Definition of Game

A *game* is an entertainment activity with rules, goals and can be played by some people.⁹ According to Longman Dictionary, games are activity that one engages in for amusement or fun.¹⁰ Games make the learners more willing to ask questions and think creatively about how using English to achieve the goal. Games are incredibly motivating because it is entertaining, exciting, and challenging. Games are one of the techniques that can help students understand the material provided so that students can be more motivated to be active and participatory in the learning process. If the game happens to be good, the students will be learning when they are playing.¹¹ Based on the definition of a game, the writer concludes that a game is an activity with rules, goals and can be used as a teaching-learning medium. The game can have a positive effect on the students. The game refers to any

⁹ Morgan Mcguire, Odest Chadwick Jenkins, *Creating Games Mechanics, Content and Technology*, (CRC Press: Boca Raton, 2008), p. 12.

¹⁰ Pearson Education Limited, *Longman Dictionary of Contemporary English*, (India, New Delhi: Gopson Papers Limited), p. 663.

¹¹ Tengku Nazatul Shima Tengku Paris and Rahmah Lob Yussof, "Enhancing Grammar Using Board Game," *Procedia - Social and Behavioral Sciences* 68, no. December (2012): p. 213–221.

social situation involving two or more individuals. The individuals involved in a game may be called the players.

There are categories of games, and they are: sorting, ordering, or arranging, information gap, guessing, search, matching, labeling, exchanging, role play, and board game. Snakes and ladders belong to the category of a board game.

2. Advantages and disadvantages of a game

In every game, there are advantages and disadvantages for its users. Whether the game is used as a learning medium or not. According to Sadiman, there are advantages and disadvantages of a game.

The advantages of game media are that games are fun to do and something entertaining, games allow the active participation of students in learning, and the game can provide immediate feedback. Prompt feedback on what we are doing will make the learning process more effective. The game is flexible because the game can be used for various purposes by changing a few tools, rules, and problems (modification). Games can be easily created and reproduced, and making a good game does not require someone skilled.

The disadvantages of the game are: Most games involve only a few students, even though the involvement of all students is significant so that the learning process can be more effective and efficient, students who have not yet covered the rules/ technical implementation will obstruct the game, for students who do not master the material well will have trouble playing, and the use of the snake and ladder game takes time to explain to students.¹²

¹² Yuli Mulyawati and Tustiyana Windiyani, "The Effects of Using Snake and Ladder Media towards Elementary School Students' Learning Outcomes," *Journal of Teaching and Learning in Elementary Education (JTLEE)* Vol. 3 No. (2020): p. 185–186.

D. Snakes And Ladders

1. Definition of Snakes and Ladder

The snakes and ladders game is one of the Indian games which is currently familiar among students. The snakes and ladders game is a board game used as one of the props for fun children's play, and it is played by two or more people who use pawns as a tool to play on a game board that has numbered gridded squares.¹³ The person who plays this game is called the player. Snake and Ladder use a board game and a dice. The game board contains 100 command boxes that players must do.

In this case, the game of snakes and ladders is not just snakes and ladders. The command box has been modified and given questions related to the material. The material, in this case, is recount text.

2. The Rules of Playing Snakes and Ladders Game

This game of Snakes and Ladders contains material about recount text, then added with a snake image that shows the rules the player has to go down and a picture of a ladder that requires the player to go up. The benefit is that students learn to work together, wait their turn, and learn to solve problems. The game rules in snakes and ladders are:

- a. Students are asked to divide into four groups consisting of 5 people.
- b. Determine the order of the first, second, or third player by "Hompimpa".
- c. Once determined, the first player rolls the dice to determine the number of moves based on the number of dice that appear.
- d. Players get a card containing material about recount text.
- e. If the first player cannot answer, then the group member can help to answer. If one group cannot answer, they are given a punishment of cannot play 1x round.

¹³ Behrooz Golchai, Nima Nazari, Fereshteh Hassani, Ebrahim Nasiri, *Et.Al.*, "Snakes and Ladders: A New Method for Increasing of Medical Students Excitement", *Procedia-Social and Behavioral Science* 47, (Elsevier Ltd, 2012), p. 2090.

- f. After the first player has made his turn, it is followed by the second player to do the same, and the next player continues.
- g. The player's steps can be fast because they are in the ladder position, but they can also be slow because they are in the position of the snake's head, which requires them to come down.
- h. The game is over if one of the players has reached the finish point.
- i. The essence of this game is not looking for who loses and wins but to help them understand the recount text material easily.
- j. After the game, students discuss any difficulties and find the answer. For example, the students cannot answer the challenge card to make a sentence, so they solve it.

E. Developing Students Understanding in Recount Text

According to the oxford dictionary, development is to (cause something to) change into a more advanced, more effective, or more potent form.¹⁴ Understand the meaning of what someone said, the meaning of the word spoken, and why something happened.

Based on the definition, the snakes and ladders game can be a suitable medium to deliver and convey the recount text material. Involving the students in the game can make them understand better about recount text.

F. Conceptual Framework

Research and Development is the process of developing and validating a product. A conceptual framework is needed to be more effective in developing snakes and ladders games.

¹⁴ Victoria Bull, *Oxford Learner's Dictionary Fourth Edition*, (New York: Oxford University Press, 2008), p. 122.

Several steps are used in the research and development of this snakes and ladders game. These steps are preliminary research, research planning, and product development. It can be seen as follows:

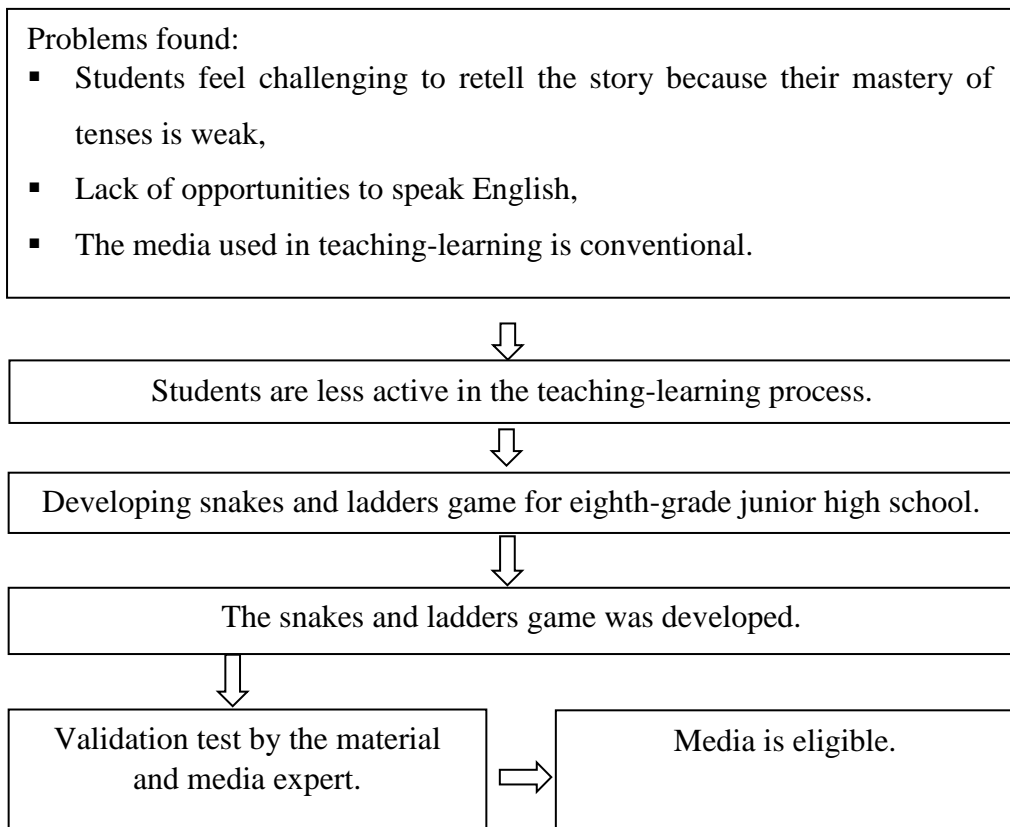


Figure 2.1: Conceptual Framework

G. Previous Study

The researcher used four previous studies as a reference in this research, there are:

1. The research has entitled Developing the Giant Speaking Snakes and Ladders Board Game for The Teaching of Speaking to Children Aged 9-11 by Meta Asri Saraswati, Yogyakarta State University. This research was used a Research and Development (R&D) design and supported by interviews, observation, and questionnaires. The study's procedures were to survey, develop materials and products, get expert validation, revise

products, try out, and develop the final product. The result of the study is that the product is perfect, feasible, and suitable for use as a learning medium for teaching English to children aged 9-11. The similarity between her research and this research is in the media used, snakes and ladders game in the teaching-learning process. The difference is the material being taught, in which her study was used to ask and tell material, while this research use recounts text as the material.¹⁵

2. This research is entitled Developing Roulette Game as a Media to Improve Grammar Skill for The Tenth Graders at Panjura Senior High School Malang by Revi Nur Febrianti. The researcher develops a visual roulette game to improve students' writing ability in this research. The object of this research is the first grade of the PANJURA Senior High School. The design was used Research and Development (R&D) used Borg and Gall model. The procedures are: need analysis, planning, product development, expert validation, revisions, try out, final revision, and final product. The media was perfect and valid. It can be used as a medium for teaching English grammar. The similarities between her research and this research are the method and procedure. In comparison, the difference is in the media. The previous study uses a roulette game, but this study uses a snakes and ladders game.¹⁶
3. The research entitles The Development of 'Snake and Ladder' Learning Media to Enrich Indonesian Vocabulary in Thematic Instruction for Fourth Grade Students by Yohana Intan Pratiwi, Y. Haris Nusantarariya. This study

¹⁵ Meta Asri Saraswati, "Developing the Giant Speaking Snakes and Ladders Board Game for The Teaching of Speaking to Children Aged 9-11", (A Thesis, The Degree of Bachelor of English Language Education, Yogyakarta State University, Yogyakarta), 2016.

¹⁶ Revi Nur Febrianti, "Developing Roulette Game as A Media to Improve Grammar Skill for The Tenth Graders at PANJURA Senior High School Malang", (Undergraduate Thesis, The Degree of Bachelor of Education, Brawijaya University, Malang, 2019).

used Research and Development (RnD) method by using Borg and Gall model. The research object is for the fourth-grade students to enrich their Indonesian vocabulary and know the developed product's validity, effectiveness, and practicality. The result of this research is that the snake and ladder game as a learning media to enrich the Indonesian vocabulary of 4th-grade students in thematic instruction was proven as a good product from the material and media sides. The product was qualified as an effective product since it could to achieve the learning objectives. The students could also comprehend and enrich their Indonesian vocabulary easily. The developed product was practical for enriching 4th-grade students' Indonesian vocabulary since the learning process was suitable for the plan. The similarity is in the media and the method, snakes and ladders game as a media and Research and Development as a research method. While the differences are in the material, the research focuses on Indonesian vocabulary in thematic instruction, focusing on recount text material.¹⁷

4. The research entitled Snake and Ladder Game for Eye Health Promotion: A Development Research by Hanna Nurul Husna and Andika Khalifah Ardi. This study aimed to develop a snakes-and-ladder game as an eye health promotion. The research was used Research and Development (RnD) method by using the ADDIE model. The procedure is the analysis, design, development, implementation, and evaluation stages. The result of this research is that the media is valid and ready to be tested in limited and field trials as an eye health promotion media. The similarity between their research and this research is the media used. In comparison, the differences are in the material and research design model. Their research used eye health content as a material and ADDIE model as a research model, while

¹⁷ Yohana Intan Pratiwi, Y. Haris Nusantarariya, "The Development of 'Snake and Ladder' Learning Media to Enrich Indonesian Vocabulary in Thematic Instruction for Fourth Grade Students", *International Journal of Elementary Education*. Vol.1 (2), (2017).

this research used recount text as a material and Borg and Gall model as a research model.¹⁸

5. The research entitled *The Analysis of Recount Text Written by Expert and Students*. It was written by Neng Neni Mustika, Siti Maryam, and Rasi Yugafiati. This research aimed to investigate some pedagogical implications needed to enhance students' writing ability in retelling past experiences in recount text. This research was used qualitative descriptive with document analysis as a technique to collect data. The expert document was taken from the electronic book of English for 10th grade of the senior high school published by the Ministry of Education and Culture. The result of this research is that the expert's text had a genre, register, generic structure, and language features that were in line with the general characteristics of recount text. However, the student's test analysis showed that the students found difficulties in delivering and organizing ideas in every stage of the Recount text. The content of the writing was not fulfilled the linguistic features required. Moreover, vocabularies were still significant boundaries in writing. The pedagogical implication proposed is that using a concept map. The similarity between their research and this research is recount text material. In comparison, the difference is the method used.¹⁹
6. This research is entitled *The Relationship Between Students' Understanding on Recount Text and Their Ability to Retell the Text at The First Year of Man Dumai* by Yeri Fitriah. This research is aimed to find out the relationship between students' understanding of recount text and their ability to retell the text. The method used is quantitative. This research

¹⁸ Hanna Nurul Husna, and Andika Khalifah Ardi, "Snake and Ladder Game for Eye Health Promotion: A Development Research", *Advances in Health Sciences Research*, Vol. 26, (2019).

¹⁹ Neng Neni Mustika, Siti Maryam, and Rasi Yugafiati, "The Analysis of Recount Text Written by Expert And Students," *PROJECT (Professional Journal of English Education)*, Vol. 3, (2020).

shows no significant relationship between students' understanding of recount text and their ability to retell the text. It means that H_0 is accepted, which indicates that there is no correlation.

Moreover, there is no influence of students' understanding of recount text on their ability to retell the text. The similarity between their research and this research is recount text material. In comparison, the difference is the method used.²⁰

²⁰ Yeri Firtiyah, "The Relationship Between Students' Understanding on Recount Text and Their Ability to Retell the Text at The First Year of Man Dumai" (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2010).