

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer describes: (a) theoretical framework, (b) previous related study, and (c) research setting.

A. Theoretical Framework

Theoretical framework of the study consists of: (1) concept of teaching, (2) concept of teaching writing, (3) concept of recount text, (4) concept of PQP (Praise-Question-Polish) strategy, (5) procedure of PQP (Praise-Question-Polish) strategy, (6) advantage of PQP (Praise-Question-Poish) strategy, (7) teaching writing recount text by using Listing (teacher's method).

1. Concept of Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning, the teacher's understanding of how the learner learn will determine his or her philosophy of education, teaching style, approach, methods and techniques (Brown, 2000, p. 7). It means that teaching is the process of activity where teacher guides the learners to learn. In teaching process, teacher is assisting learners to know about something and guiding someone to develop understanding about knowledge. In the holy Qur'an, Allah SWT states in surah Al-'alaq verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ {4} عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}

“Who taught by the pen. Taught man what knew not” (Ali, 2003, p. 2004).

Those ayahs are parts of surah Al-‘Alaq which tells that Allah SWT taught human about knowledge and what he/she did not know. It is stated by Ali (2003, p. 2004) that these ayahs mention Allah’s most important grace on man, for examples, imparting him knowledge and teaching him what he did not know.

From the statement above, teaching is needed in the process of acquiring knowledge. Someone needs to be taught when she/he learns something new. A teacher transfers her/his knowledge to the learner by teaching. So that, the learner will acquire and understand a new knowledge.

As well as in education, students need to be taught about the materials which they do not know before. Teacher gives and teaches the students about new knowledge in order to improve her/his students’ potential to be intelligent through teaching and learning process especially in teaching writing. Students is taught how to write well and correctly based on the generic structure of the text. So that, the students will know how to be a good writer.

2. Concept of Teaching Writing

Writing is one of the four skills in English which can be defined in several ways. Coulmas (2003, p. 1) defines writing in six meanings: 1) a system of recording language by means of visible or tactile marks; 2) the activity of putting such a system to use; 3) the result of such activity, a text; 4) the particular form of such as a result, a script style such as block letter writing;

5) artistic composition; 6) a professional occupation. Besides, writing is a way to share and deliver feeling or ideas. It is supported by Hyland (2003, p. 9), writing is a way of sharing personal meanings and emphasize the power of the individual to construct his or her own views on a topic. Furthermore, Patel and Jain (2008, p. 125) states that writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

In teaching writing, teacher should develop students' skills in producing fixed patterns and correct the students' control of langugae system. Hyland (2003, p. 4) states that teaching writing predominantly involves developing learners' skills in producing fixed patterns, and responding to writing means identifying and correcting problems in the student's control of the language system.

In writing, there are processes of writing. They are prewriting, drafting and revision. According to Neubert and McNelis (1986, p. 54),

writing is now viewed primarily as a recursive process, involving *prewriting* (topic selection, audience and purpose consideration, data gathering, and organization), and *drafting* and *revision* (looking again at the draft and making appropriate changes in ideas followed by editing for the surface features of grammar, spelling, and punctuation).

While Harmer (2004, p. 4) describes the process of writing into 4 parts.

a. Planning

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language-whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

The writers can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

3. Concept of Recount Text

A recount text is to reconstruct past events in the time order in which they occurred, it involves telling what happened and interpreting or evaluating the experience in some ways (Blake Education, 1998, p. 4). It means that recount text is a kind of text to retell events or experiences which happened in the past. Furthermore, based on Oxford Learner's Pocket Dictionary (2011, p. 368), recount tells somebody about something, especially something you have experienced.

Recount text is also used to retell the events which informs and entertains the audience. Holandyah (2012, p. 46) states that recount text is a text that retells the events for the purpose of informing and entertaining their audience. The sequences of events or experiences in recount text are explained by using chronological order. Lewis and Wray (2002, p. 4) states that recounts are often written in the past tense, with events presented in chronological order.

Recount text is a text type which is similar to narrative text. According to Corbett and Strong (2011, p. 49), recount is one of non-fiction text types because, since it focus on telling what happened, it has the same key ingredients as narrative and is thus comfortingly familiar. However, there is a difference between recount and narrative texts. The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. On the other hand, narrative introduces crisis and how to solve them. It reveals the conflict among the participants. The conflict is the most important element in a narrative text (Wijayanti, Jwalita, Ambarwati, and Mariyana, 2014, p. 49).

There are three types of recount texts; they are (1) personal recount; these usually retell an event that the writer was personally involved in, (2) factual recount; recording an incident, e.g. a science experiment, police report, and then (3) imaginative recount; writing an imaginary role and giving details of events (Holandyah, 2012, p. 46).

Recount text usually consist of orientation, events, reorientation. Lewis and Wray (2002, p. 4) state that recount text consist of: first, orientation; a “scene setting” opening. Second, events; a recount of the event as they occurred. And the last, reorientation; a closing statement.

In recount text, there are common grammatical patterns based on NSW Board of Studies (1998, p. 29). They are as follows:

- a. use of nouns and pronouns to identify people, animals or things involved;
- b. use of action verbs to refer to events;
- c. use of past tense to locate events in relation to speaker's or writer's time;
- d. use of conjunctions and time connectives to sequence the events;
- e. use of adverbs and adverbial phrases to indicate place and time;
- f. use of adjectives to describe nouns.

Furthermore, there are language features of recount text according to Wijayanti et al. (2014, p. 46). They are as follows:

- a. Focus on specific participants
- b. Use of a material processes
- c. Circumstances of time and place
- d. Use of past tense
- e. Focus on temporal sequence

4. Concept of PQP (Praise-Question-Polish) Strategy

PQP stands for Praise, Question and Polish. It is revision strategy that help students to edit and revise a writing draft by getting peer's responses including of positive reinforcement and constructive criticism. As Neubert and McNelis (1986, p. 58) states that this PQP method feeds the cooperative learning atmosphere of the Writing Response Group, combining positive

reinforcement and constructive criticism. Furthermore, according to Pastorek (2008, p. 51),

[Praise, Question, Polish PQP] is a revision strategy which teaches young writers to: 1) write a praise statement that compliment one another's writing drafts, 2) ask questions about parts of a draft where revision may be needed, and 3) write polishing statements to help the author improve the expression and quality of the text of a draft.

This strategy focuses on three important elements in obtaining the responses. The first is "Praise" which tells about something that is good in a writing draft, The questions are "What is good about the draft?" and "Why is it effective?". The second is "Question" which tells about something that must be asked by the responder. The questions are "What was hard to understand?" and "How might it be made clearer?". The last is "Polish" which tells about specific suggestions from responder to the author's draft. The question is "What are some suggestions for improving the draft?" (Richmond, 2004, p. 183). In addition, Neubert and McNelis (1986, p. 58) states that PQP tells the writer what is good, what should be kept, and what is unclear to the reader while also providing specific suggestions for improving the piece without appropriating the writing.

In teaching by using PQP strategy, the students are divided into a group consists of two to five members per group. As Neubert and McNelis (1990, p. 52) states that this PQP technique requires group members (usually two to five per group) to take a turn reading their drafts aloud as the other students follow along with copies. The students are required to respond the

writing through three steps. They are Praise, Question and Polish. The first is *Praise* which stands for “what is good about writing?”. In this step, the students are required to give the praise statement to the author’s draft. The second is *Question* which stands for “What do you not understand?”. It means that the students are required to ask about something which is not understood to the author’s draft. The last is *Polish* which stands for “what specific suggestions for improvement can you make?”. The students are required to give the suggestions about the author’s draft in order to improve the writing draft. Then, they are encouraged to be open-minded and to recognize that they have the option of accepting or rejecting the suggestions. Responders are taught to give praise first, followed by question and polish (Neubert and McNelis, 1986, p. 57)

These are the explanation of PQP according to Neubert and McNelis (1990, p. 52):

a. Praise

What is good about the writing? What should not be changed? Why is it good? Example: "Your first two reasons for voting for Bush were very convincing reasons. They made sense to me and you gave 2 or 3 examples for each reason."

b. Question

As a reader, what do you not understand? Example: "Why did you say you might choose Dukakis if you were older? What does age have to do with your choice?"

c. Polish

What specific suggestions for improvement can you make?

Example: "The last reason you gave for voting for Bush was that you agreed with his international policy, but you only mentioned Russia.

Discuss his policy and at least one other country, or just say his policy toward Russia?

From the statements above, PQP can be formed become a PQP guide.

It is formed by Richmond (2004, p. 183) as follow:

Figure 1: A PQP Guide Form

PQP Guide		
Author: _____	Reader: _____	Recorder: _____
Praise	What is good about the draft? Why is it effective?	
Question	What was hard to understand? How might it be made clearer?	
Polish	What are some suggestions for improving the draft?	

5. Procedures of PQP (Praise-Question-Polish)

In the process of teaching by using PQP strategy, the students are required to take a turn in three characters. Those are author, reader and recorder. The whole students in the class will exchange each character. Those characters will be played by the students after they write the draft of recount

text. So that, every student is the writer or author of the draft. And they will also be the reader and the recorder by the turn.

In the process of writing the draft of recount text, the teacher uses process of writing approach which is stated by Neubert and McNelis (1986, p. 54). Those are *prewriting*, *drafting* and *revision*. After the students write the draft of recount text, the students are required to do the revision stage by the teacher using PQP strategy.

According to Richmond (2004, p. 183) PQP is most appropriate for groups of three. The procedures of the strategy are divided into seven steps.

1. Assign students to groups of three, and instruct each student to bring a drafted piece to the group.
2. Prepare and distribute the PQP Guide (see Figure 1).
3. Have the students in each group designate one student the author, one the recorder, and one the reader.
4. Instruct the author to pass the PQP guide to the recorder and the draft to the reader.
5. Instruct the reader to read the draft aloud while the others listen. Then instruct the recorder to fill in the PQP guide with suggestions for revision.
6. Instruct the groups to repeat the process until all three drafts have been read and each PQP guide has been completed.
7. Instruct the student to return the drafts and PQP guides to the authors, who will then use the guides for revision.

6. Advantage of PQP (Praise-Question-Polish) Strategy

The advantage of PQP (Praise-Question-Polish) strategy in teaching writing is to improve the students' skill in editing and revising their own or peer's writing draft. So that, it will help students how to be a good writer. According to Neubert and McNelis (1986, p. 58), there are benefits both for writers, who gain feedback, and for responders, who sharpen their analytical/critical skills. Furthermore, Neubert and McNelis (1990, p. 52) states that this technique helps students focus on the task at hand as well as maintain a positive attitude toward the critique process.

7. Teaching Writing Recount Text by Using Listing (teacher's strategy)

In this study, the technique that is used in control group as teacher's strategy for teaching writing recount text is Listing. Listing is a brainstorming technique in which students think about their topic and quickly make a list of whatever words or phrases come into their mind. The purpose is to produce as many ideas as possible in a short time, and the goal is to find a specific focus for students' topic. (Oshima and Hogue, 1998, p. 4).

According to Oshima and Houge (1998, p. 4), the procedures of Listing technique are divided into 4 steps.

1. Write down the general topic at the top of paper.
2. Then make a list of every idea that comes into students' mind about that topic. Keep the ideas flowing. Try to stay on the' general topic; however, if

students write down information that is completely off the topic. don't worry about it because the students can cross it out later.

3. Use words, phrases, or sentences, and don't worry about spelling or grammar.
4. Now rewrite the list and group similar ideas together. Cross out items that don't belong or that are duplications

B. Previous Related Study

The writer found two thesis which are related to the study. The first thesis is a study entitled “*Using PQP (Praise, Question And Polish) Strategy to Revise Student’s Writing At Junior High School*” by Riza (2014). This study discussed about PQP strategy which can be used as a useful strategy in teaching and learning writing. There are similarity and difference between the previous study and the current study. The similarity is that both of writers use PQP strategy in teaching writing. The difference of the study is the level of the study. The level of the study of the previous study is junior high school students. While the level of the study of the curent study is senior high school students.

The second thesis is “*Improving Students’ Skill In Writing Recount Text By Using A Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/2012)*” by Farid Helmi (2012). This study discussed about the effectiveness and usefulness of iplementation of a personal letter in improving students’ skill in writing recount text. This previous study has similarities and differences with the curent

study. The similarities are both of writers discussed about writing skill and recount text, and the population of the study is the tenth grade students of senior high school. The differences are the strategy which is used. The previous study used a personal letter in teaching writing recount text, while the current study uses PQP strategy in teaching writing recount text. The next difference is research setting. The research setting of the previous study was at MASS Proto Pekalongan, while the research setting of the current study is at SMA Muhammadiyah 5 Palembang.

C. Research Setting

SMA Muhammadiyah 5 Palembang is one of Islamic school of Muhammadiyah institution in Palembang which is led by Ir. Rusman Efendi. It is located at Jl. Wahid Ali Ilir Timur 2 Sekojo Palembang. The accreditation of SMA Muhammadiyah 5 Palembang is B.

SMA Muhammadiyah 5 Palembang has 30 teachers. There is 1 English teacher for grade ten, 1 English teacher for grade eleven and 1 English teacher for grade twelve. There are 382 students in SMA Muhammadiyah 5 Palembang; 146 students in grade ten, 118 students in grade eleven and 118 students in grade twelve. Table 1 below showed the students of SMA Muhammadiyah 5 Palembang.

Table 1
Students of SMA Muhammadiyah 5 Palembang

STUDENTS					
X		XI		XII	
Male	Female	Male	Female	Male	Female
51	95	55	63	54	64
146		118		118	
TOTAL : Male (160), Female (222) : 382 students					

SMA Muhammadiyah 5 Palembang also has six kinds of facilities. Those are (1) classroom: 10. There are 4 classes for grade ten, 3 classes for grade eleven and 3 classes for grade twelve. (2) Laboratorium: 1, (3) Library: 1, (4) Art room: 1, (5) BP/BK: 1, (6) OSIS room: 1.

In this study, the writer takes X.IIS 1 and X.IIS 2 of SMA Muhammadiyah 5 Palembang to be researched. X.IIS 1 is as experiment group and X.IIS 2 is as control group. There are 40 students in X.IIS 1 and 40 students in X.IIS 2. The English teacher in grade ten is only one. So that, the English teacher of X.IIS 1 and X.IIS 2 is the same.