

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of writing; (2) the concept of Teaching Writing; (3) the process of writing; (4) Recount text; (5) the concept map technique; (6) benefits of concept map; (7) procedure of concept map for recount writing; (8) previous related studies; and (9) research setting.

2.1 The Concept of Writing

Writing is one of the four skills in Writing. English Which can be defined in several ways. Coulmas (2003), defines writing in six meanings: 1) a system of recording language by means of visible or tactile marks; 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 profesional occupation. Moreover, writing is emphasized in verse of holy Quran that writing is an important part of learning as follows:

وَمَا كُنْتُمْ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكُمْ إِذَا لَأَرْتَابُ الْمُبْطِلُونَ ٤٨

“And you did not receive before it any scripture, nor did you inscribe one with your right hand. Otherwise the falsifiers would have had (cause for) doubt” (QS. AL-ANKABUT 48).

Besides, writing is a way to share and deliver feeling or ideas. It is supported by Hyland (2003), “writing is way of sharing personal meanings and emphasize the power of the individual to construct his or her own views on a topic”(p. 9). Furthermore, Patel and Jain (2008), state 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 student’s expression at higher stage”(p. 125).

2.1.1. Teaching Writing

Harmer (2007), says that “by far the most important reason for teaching writing of course is that a basic of language skills”(p. 23). Therefore, teaching writing for the students of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students alike consider writing to be most difficult subject of language skill to learn.

Based on the statement above, the writer can conclude that teaching writing is very important. However, learning it is not easy because the students should learn some components, namely: structure, spelling and punctuation. The teacher can teach writing easily to make the students feel easy to learn. Good performance can help the teacher to send the material perfectly. In addition Brown (2004) defines there are some types of writing class performance.

1. Imitative

Beginning level of learning to writing, students will simply”writing down” English letter, words and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive

Writing is sometimes used as production made for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.

3. Self-writing

Is a significance of proportion of classroom writing maybe devoted to self-writing or writing which only the self in mind as audience.

4. Display writing

It was noted earlier that writing within the school curricula context is a way of life. For all languages student, short answer exercise easy examinations and even research report will involve an element of display

5. Real writing

While virtually every classroom writing task will have an element of display writing in the classroom, writing aims at the genuine communication of message to an audience in need of those message.

2.1.3. The Process of Writing

Based on Astrid, Rukmini, Sofwan and Fitrianti (2017) “The steps formulated in teaching writing proposed in process of writing approach comprised of pre writing, drafting, revising, editing, and evaluating”(p. 97).

In addition Harmer (2004) defines that There are four process of writing as follows:

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) and 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 comments and make suggestion. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

d. Final Version

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

2.1.4 Writing Ability

Writing ability is a technique to perform a good writing performance. According to Yeonyi (2009) writing ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thought, ideas and feeling. Furthermore, Hyland (2002) writing ability is focusing on the surface structure of writing at sentence level or discourse, emphasising cohesion and the processability of text by readers.

However, Aulia (2016) defines some technique to write a good essay in order that student can have writing ability as follows:

1. Writers must begin with a broad topic
2. Writers must write down as many ideas about the topic as writer can do in five minutes. 3. Writers can add more items to their list by answering the question what, when, where, why, and how.
4. Writers group similar items on the list together.
5. Writers can cross out items that do not belong.

2.1.5 Writing Rubric

In order to Assessment Writing Essay/Paragraph. Weigle (2002) developed the Writing rubric as follows:

Writing Assessment Rubric

Participant:		Topic : 1/ 2/ 3	Date:
Aspect	Score scale	Criteria	Score
Content	30-27	EXCELLENT TO VERY GOOD: knowledge, substantive, thorough development of thesis, relevant to assign topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topics but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development topic	
	16-13	VERY POOR: does not show knowledge of subject, not substantive, not pertinent, OR not enough to evaluate	
Vocabulary	29-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate, no organization, OR not enough to evaluate	
Usage	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice, usage, word form mastery, appropriate register	
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom, word choice, usage, but meaning not obscured	
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured	
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate	
Organization	25-22	EXCELLENT TO VERY GOOD: effective complex construction, few errors of agreement, tense, number, word order/function, article, pronouns, preposition	
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured	
	17-11	FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured	
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate	
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured	

	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured	
	2	VERY POOR: no mastery of conventions, dominated by error of spelling, punctuation, capitalization, handwriting illegible, OR not enough to evaluate	

Source : *Developed by: Weigle, S. C. (2002). Assessing Writing. Cambridge University Press, New York*

1.2. Recount Text

1.2.1. The Concept of Recount text

Based on Saragih, et. al (2014), “recount is written out to inform an event or to entertain people and a text function as for telling an incident in the past” (p. 57). A recount text usually uses the past tense and past continuous tense in its content and its sequence of events told.

Furthermore Lewis and Wray (2002) state that recount text consists of :

1. Orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about.
2. Events are where you write about the things that happened and are identified and described in chronological.
3. And the last, reorientation is expresses a personal opinion regarding the events described.

In other words this is where you bring your writing to a close by saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.

The following is the example of recount text:

NSW Board of Studies (1998) proposed common grammatical patterns of recount text 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 noun.

1.2.2. Types of Recount Text

Sudarwati and Grace (2014) explain recount text consists of three types; they are personal recount, factual recount, and imaginative recount.

1. Personal Recount

Personal recount is a recount which retelling activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader. For example; anecdote (funny story e.g A hurried man) diary journal (diary about someone e.g my daily diary) and personal letter (private letter for someone e.g letter for

HURRIED MAN

Parto was in the hospital. Suddenly he saw a man running to the hospital and headed to the delivery room. Parto was so curious when he wanted to approach the rooms; several nuns came out with a wheel chair. While, that man was unconscious on the wheel chair.

Parto asked one of the nurses. "What's going on with him?"

The nurse replied, "his wife will deliver a baby"

Parto said, "oh I see, but why he was fainted?"

The nurse replied, " he came here in a hurry and forgot something".

Parto, " What was it?"

Suster, " he forgot to bring his wife".

Source : www.ExampleofRecounttext.com

information. For example; police reconstruction of an accident (a report from the police about an accident e.g the accident of murderer) , historical recount(for example the battle of 10

November in Surabaya), biographical (biographical of Cristiano Ronaldo), and autobiographical recounts (for example autobiographical about Robi Kusworo).

CHRISTIANO RONALDO BIOGRAPHY

Christiano was born on February 5 may 1985 in Funchal, madeira, Portugal. Manchester United paid £12 million to sign him in 2003 a record fee for a player of his age. In the 2004 FA Cup final, he scored Manchester's first three goals and help them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record 131 million for his services.

Source: www.ExampleofRecounttext.com

3. Imaginative Recount

Imaginative recount is an applying factual knowledge to an imaginary role in order to interpret and recount events. For example; My Rain Forest adventure.

In this research, the writer will be focused on personal recount.

MY RAIN FOREST ADVENTURE

Today I woke up at 05.00 am in the morning. I put on my loose fitting shirt, trousers, sturdy black boots with little holes in them, wide brimmed hat and plastic bag with spare dry clothes in case it rained so I didn't get could. When I got out of the four wheel drive I could feel refreshing cool air, it smelt like it had been raining for ages before I came to the rainforest. I decided to explore the forest floor.

2.3 Concept Map Technique

2.3.1 Definition of Concept Map Technique

Concept Map is a visual organizer that can enrich students understanding of a new concept by using graphic organizer. The Concept Mapping technique was originally developed by Prof. Joseph D. Novak at Cornell University in the 1960s. According to Johnston (2003). "Concept Mapping can be a technique that allows students to understand the relationships between ideas by creating a visual map of the connections"(p. 1). Furthermore, Canas (2005) states that "Concept map is a graphical display of concept names connected by directed arcs encoding propositions in the form of simplified sentences"(p. 181). In educational settings, concept mapping techniques have aided people of every age to examine many fields of knowledge.

1.3.2. Benefits of Concept Map

Concept Map can make students to connect their ideas in studying. Furthermore, Coffey (2003).argues that "Concept Map can be used many uses in education, business and government. In education, it is one of uses for the assessment of what a learner knows. It can be used to externalize and make explicit the conceptual knowledge both correct and erroneous that students hold in a knowledge"(p. 1). The educational purposes can foster the learning of a good structural knowledge by using the process of Concept Map. The process of

actually constructing concept map is a powerful learning strategy that is graphic in nature and forces the learner to think about the relationships between terms. This latter aspect makes Concept Mapping especially suited to the English learning,

Novak and Canas (1984) defines some benefits of Concept Map such as follows:

1. Giving careful thought to the choice of key concept labels selected as the base for the map.
2. Helping students to keep searching their cognitive structures for relevant concepts.
3. Helping students construct propositions between the concepts provided and the concepts they know by helping them to choose good linking words or perhaps to recognize what other, more general concepts fit into the hierarchy
4. Helping them to discriminate between specific objects or events and the more inclusive concepts those events or objects represent.

They are a handy way to take notes during lectures and are excellent aids to group brainstorming. They assist in planning of students and also provide useful graphics for students' presentations and written assignments. They also help students to refine their creative and critical thinking.

1.3.3. Procedures of Using Concept Map Technique For Recount Writing

Concept Map can be effectively constructed through some procedures involving three steps that teacher can apply it. Vanides (2005) defines the Steps of teaching recount text by using Concept map as follow:

1. The first step is teacher's preparation. It means that the teacher selects the topic of the lesson. Then, the teacher must prepare the paper to write key concept of the topic especially recount text as example. The teacher also can use the picture, photos, or drawing image related to concept map.

2. The second step is students' idea. In this step, students are required to think the words, ideas, and specific examples. The specific example in this research is recount text. So, students must relate the generic structure of recount text and its language features. Besides that, the teacher invites the students to share the topic of the lesson. Then, the teacher writes the example of recount text on the board with different colored chalks for links and circles to help the students see the information in recount text especially.
3. The third step is students group. The students can brainstorm in the previous step into categories. The teacher asks students to identify the relationship among concepts. In addition, the students must discuss the topic of the lesson to tell the reason in student's idea with sub concept to another sub concept. The students' idea can connect concept by using Concept Map with lines, links, box, and circle. The implementation of Concept Map activity in English teaching especially recount text must have the steps to find the connection between idea and knowledge.

2.4. Previous Related Studies

There are three previous studies which are related to the writer's present study. First study is written by Efrianti (2016). This research was conducted in SMAN 2 Liwa Lampung. The problems of this research is the difficulty that faced by students in writing especially Recount text. The purpose of this study was to find out whether or not there is improvement in learning descriptive paragraph through using Concept Map technique toward students writing skill. To analyze the she was use the pretest and posttest by doing the writing test between experimental and control group. And to analyze the data she was using rubric and calculate the students score with three raters. The result of this study showed there is an improvement of students' writing skill descriptive text by using Concept Map technique.

The second study is written by Fitriyah (2013). This research was conducted in SMP 4 Cirebon. The problem in this research is the difficulty that faced by students in writing

especially descriptive text. The purpose of this study was to find out whether or not there is improvement in learning descriptive text through using Concept Map technique toward students' writing skill. To collect the data she was using writing test by doing pretest and posttest between experimental and control group. To analyze the data she was tabulating the students score and then analyze it by using formula from Mcmillan. The result of this study showed there is an improvement of student's writing skill on descriptive text by using Concept Map technique.

The third study is entitled written by Kartini (2013). This research was conducted in SMP Sapta Andika Bali. The problem in this research is the difficulty that faced by students in writing especially descriptive text. The purpose of this study was to find out whether or not there is improvement in learning descriptive text through using Concept Map technique toward students' writing skill. To collect the data she was using questionnaire and writing test by doing pretest and posttest in experimental and control group. The result of this study showed there is an improvement of students' writing skill descriptive text by using Concept Map technique.

2.5. Research Setting

The researcher will conduct his research at SMA Aisyiyah Palembang that was located on Jl Sudirman Komplek Balayudha KM 4.5 Palembang. This school teach all the four aspect of English skills. Start from listening, speaking, reading and writing. For teach the writing skills, most of teacher just teach the students like usual, where the teacher get in the classroom and open the book, and after that the teacher begin to explain the material, for example the teacher explain about recount text. And after the teacher explain it, the teacher ask the question related to the topic. If there is no question, so the teacher ask them to write about recount text. So just some students who clearly understand about the material it self. And the other students do not understand and they do not know what to write.

2.6. Hypotheses of the Study

According to Fraenkel, Wallen & Hyun (2012) “hypothesis is a prediction of the possible outcomes of a study”(p. 83). Hypothesis of this study are proposed as Null Hypothesis (H_0) and Alternative Hypothesis as follows:

(H_0)₁: There is no significant improvement on the tenth grade students recount writing by using Concept Map strategy at SMA Aisyiyah Palembang before and after the treatment.

(H_a)₁: There is significant improvement on the tenth grade students recount writing by using Concept Map technique at SMA Aisyiyah Palembang before and after the treatment.

(H_0)₂: There is no significant difference between the tenth grade students recount writing who are taught by using Concept Map and those who are not at SMA Aisyiyah Palembang

(H_a)₂: There is significant difference between the tenth grade students tenth grade students recount writing who are taught by using Concept Map and those who are not at SMA Aisyiyah Palembang

2.6.1 Criteria of Hypothesis Testing

To prove the research problems, testing research hypotheses is formulated as follows:

1. (H_a)₁: If the p-output (Sig. 2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.068), the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

- (Ho)₁: If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.068), the null hypothesis(Ho) is rejected, and the alternative hypothesis (H α) is accepted.
2. (H α)₂: If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.011), the null hypothesis (Ho) is accepted, and the alternative hypothesis (H α) is rejected.
- (Ho)₂: If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.011), the null hypothesis (Ho) is rejected, and the alternative hypothesis (H α) is accepted.