II. LITERATURE REVIEW

In this chapter, the literature review for the research is provided. The discussion covers writing, teaching writing, teaching materials, process of teaching, authentic materials, simplified materials, recount text, authentic materials in teaching writing in recount text, simplified materials in teaching writing in recount text, advantages and disadvantages of authentic materials, advantages and disadvantages of simplified materials, theoretical assumption, and hypothesis.

2.1. Writing

Writing is a difficult skill to teach, requiring not only of grammatical devices (dealing with the device used to create writing based on the correct grammar; the set of structural rules that govern the composition of clauses, phrases, and words in language), and the theoretical or cohesive devices used to manipulate the language to effectively transmit the author’s massage to the reader; such the using of analogy that compares two pairs which have the same relationship, but also of conceptual and judgmental elements (Heaton, 1991: 135).

When someone is writing, s/he is actually creating an effort to make a dialog with the readers, and it involves exploring our relationship to our readers in much the same way that we explore our relationship to people we walk to (Gould,
Therefore, writing involves rational thinking or commonly called as logic which has a predominant role in it (Hariston, 1986: 5).

To create a good piece of writing that can bring writer’s idea into reader’s minds, there are several elements for the writer to pay a close attention to. An effective composition should meet the qualities in some terms proposed by Jacobs et al (1981: 90) below:

1. Content:
   The substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization:
   It is scarcely more than an attempt to place together all condition of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary:
   The selection of words that is suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precise.
4. Language Use:

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic:

The use of graphic conventional of the language, i.e., the steps of arranging letters, words paragraphs by using knowledge of structure and some other related to one another.

Meanwhile, Greenlaw (2005) states that there are six elements of good writing as follows:

- Focus. The paper should have a clear point, expressed as a thesis sentence, early in the paper.
- Organization. The purpose of the paper is to prove its point. To that end, the paper should be organized as a series of major sub-points which lead logically to the thesis as the conclusion.
- Solid Development. Each of sub-points should be explained in sufficient detail to convince the reader of their validity.
- Clarity, Concision, Precision. Say what you mean, as clearly and concisely as possible. Vagueness or ambiguity suggests to the reader that you're not sure what you're writing about.
- Grammatical Correctness/Avoidance of Spelling and Typographical Errors. Grammar is a convention to improve communication. Grammatical mistakes or typos convey that you either don't know how to write correctly
or you don't care. Which of those conclusions would you prefer the reader to be left with?

Writing can be seen as a fluency activity, because in writing, someone tries to use cohesive devices, choose various structures to develop meaning, and raises his awareness of parallelism (Hedge, 2000). Writing is also good activity for improving language accuracy. According to Raimes (1983), writing reinforces grammar, structures, idioms, and vocabulary; it is a unique way to improve learning.

According to the definitions stated above, it can be inferred that writing is a complex process about how the writers convey their idea, thought feelings, without ignoring the grammatical rules, spelling and punctuation and using knowledge of the structure and vocabulary to combine the writer’s ideas as a means of communicative act with an intended purpose. Thus, writing needs the process to make it better.

An effective composition of writing that is required by the students in Senior High School comes from Jacob et al explanation. It is included by the 5 aspect of writing ability such as content, organization, language use, vocabulary, and mechanics that are appropriate to the students’ level and learning objective.

### 2.2. Teaching Writing

Writing is an expression of ideas, thoughts, and stories on piece of paper. It is a process to communicate a writer’s thought and feeling to the reader. In addition, Brown (2001) explains that when the writer wants to communicate something
through his or her written work, he/she must: 1) have something to say on the same topic; 2) have a point of view and focus; 3) follow accepted conventions format; and 4) be effective.

According to the definitions, it can be concluded that writing is a complex process about how the writer conveys his or her ideas, thought, feelings, without ignoring the grammatical rules, spelling, and punctuations. In addition, the readers receive the meaning or the message from the writer. For many reasons, writing is the most difficult skill to learn. Voss and Keene (1992: 2) write why we should better with writing and purpose for writing as follows:

1. Writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
2. Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language.
3. Writing creates reading. Writing creates permanent, visible record of our ideas to others to read and ponder. Writing is powerful means of communication for reading information and shapes human thought.
4. Writing ability is needed by educated people. Our writing skill is often considered to reflect our level of education.

Purpose for writing:
- To express yourself
- To provide information for your reader
- To persuade your reader
- To create a literary work
Ricahards (2003: 303) states that form those language skills (speaking, listening, reading, and writing) that are taught at schools, writing is the most difficult for teacher and students. The difficulties are in generating and organizing idea as well as translating these ideas into readable text. This opinion is supported by Raimes (2003: 306) who says that learning and teaching language promote anxiety and there is more anxiety when writing is involved. Furthermore, she says that many teachers themselves do not feel comfortable with writing in English even if it is in native language.

Apart from that, Harmer (1998: 112) proposes several reasons why writing should be taught to the students. Some of the reasons of teaching writing are as follows:

1. Reinforcement
   Students will benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both the understanding of how it all fits together and as an aid to committing the new language to memory.

2. Language development
   The actual process of writing helps students learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of ongoing learning experiences.

3. Learning style
   Writing is appropriate for learners that need time to product a language. It can also be a quiet reflective activity.
4. Writing as a skill

Writing is one of the four skills that must be mastered by students of language. Students need to know how to write letters, how to put written reports together, how to replay advertisements, etc. they need to know some of writing’s special conventions (punctuation, paragraph constructions, spelling, etc).

Based on the explanation about writing, writing is classified as a hard subject. The teacher should have known about the problems in writing that are faced by the students. She or he must have an appropriate way to overcome their problems in writing process. Brown (1987: 7) states that teaching is showing or helping someone how to learn and how to do something providing with knowledge, causing to know or to understand. It means, when the teacher built students’ self confidence and encourage them to express their idea, thought, and feeling in the form of written language, teaching writing will be effective.

Harmer (2001) sates that there are a number of strategies to encourage students to write, as follows:

1. The way of the teacher gets the students to plan. This stage explains about the way of the teacher encourages the students to think about what they are going to write, what they are going to say, what the purpose of their writing is, and who the audience is.

2. The way of the teacher encourages the students to draft, reflect, and revise. This stage consists of the way of the teacher gives the explanation to the students that their first writing is not finished product.
3. The way of the teacher responds to the students’ writing. The teacher reads the students’ writing and gives suggestion or correction to their writing. It is known as reformulation. Correction and revision on the students’ writing will help them to improve their writing into well-organized product.

Gardner and Johnson (1997) describe the process approach of writing:

Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.

- **Prewriting.** Students generate ideas for writing: brainstorming; reading literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

- **Rough Draft.** Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a 'sloppy copy.'

- **Reread.** Students proof their own work by reading aloud and reading for sensibility.

- **Share with a Peer Revisor.** Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.
- **Revise.** Improve what the narrative says and how it says it: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve. Clarify.

- **Editing.** Work together on editing for mechanics and spelling. Make sure the work is 'goof proof.'

- **Final Draft.** Students produce their final copy to discuss with the teacher and write a final draft.

- **Publishing.** Students publish their written pieces: sending their work to publishers; reading their finished story aloud, making books.

In actuality, the writing process is not a highly organized linear process, but rather a continual movement between the different steps of the writing model.

Raimes in Reid (1993: 27) states teaching writing is a unique way to reinforce learning. It means teaching writing is very important to build the students’ language ability. Besides, giving feedback is also important things in procedures of writing. It can reinforce the students to be better in writing.

From the reason and the explanation above, it can be inferred that teaching writing is a way to develop the students’ writing ability that is essential and useful to be taught to the students to enhance their language mastery, to test their ability in producing certain kind of genre, and to develop their critical thinking. It is also stated in the curriculum in Indonesia that writing is one of standard competencies that should be taught to the students in all level of education.
2.3. Teaching Materials

Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways. In the field of education, teaching materials is a commonly used acronym that stands for "teaching/learning materials". Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans.

A number of learning materials focusing on textbooks and teachers’ books were implemented (Brumfit, 1980). The materials were purposely based on underlying principles that were very different from those already present in the prevailing education system, in order to encourage change. Teaching materials include handouts, unit outlines, websites, textbooks, visual aids, lecture recordings and any materials which you provide to the students to help them learn.

Teaching material is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support the teaching and it can increase students’ success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student teaching.

Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulatives
(learning tools or games that students can handle to help them gain and practice facility with new knowledge). Teaching materials are different from teaching “resources”, the latter including more theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials.

Teaching materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

Teaching materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, teaching materials act as a guide for both the teacher and student. They can provide a valuable routine. For instance, if you are a language arts teacher and you teach new vocabulary words every day, knowing that you have a vocabulary game to provide the students with practice regarding the new words will both take pressure off of you and provide important practice (and fun) for your students.

In addition to supporting learning more generally, learning materials can assist teachers in an important professional duty: the differentiation of instruction. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments
all allow you to modify assignments to best activate each individual student's learning style.

In this case, teaching materials is essential for quality of the materials to be made available to the teachers and students in adequate quantities to support the teaching and learning processes.

2.4. Process of Teaching

Teaching is to instruct or train someone, or the profession of someone who teaches. Someone means an instructor who teach for the purposes of the handbook in a class or course. Defining a “good instructor” has proven more elusive, but in The Essence of Good Teaching (1985), psychologist Ericksen wrote “good teachers select and organize worthwhile course material, lead students to encode and integrate this material in memorable form, ensure competence in the procedures and methods of a discipline, sustain intellectual curiosity, and promote how to learn independently.”

Driscoll (2005: 23) defines instruction as “any deliberate arrangement of events to facilitate a learner’s acquisition of some goal”, and in so doing she shows why there have been no teaching theories since the very beginning of education as a formal process. According to Driscoll’s definition of teaching, most of the learners do implication of the instruction depends on the learning theory.

The learning process is not easily separated into a definite number of steps. Sometimes, learning occurs almost instantaneously, and other times it is
acquired only through long, patient study and diligent practice. The teaching process, on the other hand, can be divided into steps. Although there is disagreement as to the number of steps, examination of the various lists of steps in the teaching process reveals that different authors are saying essentially the same thing: the teaching of new material can be reduced to preparation, presentation, application, and review and evaluation.

○ Preparation

For each lesson or instructional period, the instructor must prepare a lesson plan. Traditionally, this plan includes a statement of lesson objectives, the procedures and facilities to be used during the lesson, the specific goals to be attained, and the means to be used for review and evaluation. The instructor should make certain that all necessary supplies, materials, and equipment needed for the lesson are readily available and that the equipment is operating properly. Preparation of the lesson plan may be accomplished after reference to the syllabus or practical test standards (PTS). The instructor can organize the overall instructional plan by writing down the objectives and making certain that they flow in a logical sequence from beginning to end.

One good way to write lesson plans is to begin by formulating performance-based objectives. Performance-based objectives consist of three parts: description of the skill or behavior, conditions, and criteria. The description of the skill or behavior explains the desired outcome of the instruction. It actually is a learned capability, which may be defined as knowledge, a skill, or an attitude. Conditions are necessary to specifically explain the rules under which the skill or
behavior is demonstrated Criteria is a list of standards which measure the accomplishment of the objective. The criteria should be stated so that there is no question whether the objective has been met.

- **Presentation**

Instructors have several methods of presentation from which to choose. In this handbook, the discussion is limited to the lecture method, the demonstration-performance method, and the guided discussion. The nature of the subject matter and the objective in teaching it normally determine the method of presentation. The learning method is suitable for presenting new material, for summarizing ideas, and for showing relationships between theory and practice. This method is most effective when accompanied by instructional aids and training devices.

Combining the lecture and the demonstration-performance methods would be useful for teaching students to overhaul an engine. The initial information on overhaul procedures would be taught if the classroom using the lecture method, and the actual hands-on portion in the shop would use the demonstration-performance method. In the demonstration-performance method, the steps must be sequenced in the proper order so the students get a correct picture of each separate process or operation, as well as the overall procedure.

Another form of presentation is the guided discussion which is used in a classroom situation. It is a good method for encouraging active participation of the students. It is especially helpful in teaching subjects such as safety and emergency procedures where students can use initiative and imagination in addressing problem areas.
**Application**

Application is where the student uses what the instructor has presented. After a classroom presentation, the student may be asked to explain the new material. The student also may be asked to perform a procedure or operation that has just been demonstrated. For example, after an instructor has demonstrated and explained the use of the flight computer, the student may be asked to use the flight computer to compute groundspeed, drift correction, or time en route. In most instructional situations, the instructor's explanation and demonstration activities are alternated with student performance efforts. The instructor makes a presentation and then asks the student to try the same procedure or operation.

Usually the instructor will have to interrupt the student's efforts for corrections and further demonstrations. This is necessary, because it is very important that each student perform the maneuver or operation the right way the first few times. This is when habits are established. Faulty habits are difficult to correct and must be addressed as soon as possible. Periodic review and evaluation by the instructor is necessary to ensure that the student has not acquired any bad habits.

**Review and Evaluation**

Before the end of the instructional period, the instructor should review what has been covered during the lesson and require the students to demonstrate how well the lesson objectives have been met. Evaluation is an integral part of each classroom or course. The instructor's evaluation may be informal and recorded only for the instructor's own use in planning the next lesson for the students, or it
may be formal. More likely, the evaluation will be formal and results recorded to certify the student's progress in the course. In either case, students should be made aware of their progress. Any advances and deficiencies should be noted at the conclusion of the lesson. Failure to make students aware of their progress, or lack of it, may create a barrier that could impede further instruction.

The evaluation of student performance and accomplishment during a lesson should be based on the objectives and goals that were established in the instructor's lesson plan. Review and evaluation allow both the instructor and the students to have a valid picture of where the student stands in respect to the established standard. Review and evaluation in every lesson provides opportunities for both positive feedback and correction of faults.

In short, the process of teaching includes 4 steps. Firstly, the teacher prepare lesson plan based on the learning objective. Secondly, presentation about the materials conducts in the learning process. Next, the learners have to apply the material that they have master in exercise. At the end, the teachers do review the students’ comprehend and evaluate the students’ progress.

2.5. Authentic Materials

Authentic texts were originally created to fulfill the social purpose in the language community for which it was intended. Bacon and Finnemann (1990) state that authentic materials are texts produced by native speakers for non-pedagogical purpose. Examples of authentic materials are newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes, etc. One
important feature of authentic materials are that they are not produced for educational purposes and are rather defined as real life texts (Wallace, 1994: 145). Teachers may incorporate authentic materials not only to motivate the learners but also to give them the feeling that they are using real language- “the target language as it is used by the community that speaks it”. (McNeill, 1994: 130).

According to Martinez (2002), “Authentic would be material designed for native speakers of English that is used in the classroom in a way similar to the one it was designed for”. For example, from a radio news report, the teacher can ask the students to discuss the report on pollution in the city they live. However, Widdowson (1990; cited in Martinez, 2002) differentiates between authentic and genuine materials. Authentic materials are used in their original form as they are not changed, but the genuine materials are basically the authentic materials which are used in a somewhat simplified way and adapted from a class, such as; jumbled paragraphs, cut out headlines etc. (Martinez, 2002).

According to Guariento and Morley (2001) authentic materials can create a bridge between classroom knowledge and a student’s capacity to participate in the real world events. Besides, a teacher has to “make sure that activities taken from different sources link together to make a cohesive whole, and that they serve to fulfill the aims and objectives of your lesson” (Gower, 1995: 80). Examples of Authentic Materials according to Hedge (2000) are shown as follows:

- Spoken: TV commercials, films, news items, weather forecasts, airport and station announcement, radio talks, interviews, and debates.
2.6. Simplified Materials

Simplified materials are the materials used by teachers or learners to facilitate the learning of a language. In the field of language learning in writing, the simplification of text is common. The materials are made to be simplified form at the beginning and intermediate levels in order to make the text more comprehensible for language learners and to help prepare those learners for more advanced (Young, 1999). In general, simplified material contains the text that has benefits for the second language learners because it excludes unnecessary and
distracting, idiosyncratic styles without suffering a loss of valuable communication features and concepts that are found in authentic text (Allen and Widdowson, 1979). Simplified material can be a valuable aid to learning because it accurately reflects what the reader already knows about language (Davies and Widdowson, 1974) and contains increased redundancy and amplified explanation (Kuo, 1993).

Simplified materials are often criticized as creating unnatural discourse that reduces helpful redundancy and may, in effect, increase the reading difficulty of the text (Crandall, 1995). It depends on noun phrases, avoidance of pronominal reference, and simple syntactic structure, provides a greater amount of co-referentiality. Simplified material appears to show great cohesion. Thus, simplified material provides more redundancy, which, when available from more than one source, assists readers in understanding the message and intention of a text.

Simplified texts could be seen as providing a more concrete, less abstract text, also limits the discourse structure of the text. It also could lead to readings that do not elaborate, extend, and enhance the ideas of the text to the extent. It is important in the simplification of language learning material because simplified texts are often simplified through the use of shorter sentences, reduced language features, and specified grammatical constructions (Long and Ross, 1993). The simplified material is more frequent and familiar and therefore more accessible to second language learners (Bamford, 1984) as the use of more frequent words in simplified text should allow it to be more quickly processed by beginning learner.
In this case, it can be inferred that simplified materials are the materials which is used for teaching foreign language for one inescapable reason: beginning and intermediate foreign language students need them. Here is the example of recount text as simplified material from the internet.

**Visiting Bali**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

(https://pakpuguh.wordpress.com/2011/08/15/recount-text/)

### 2.7. Recount Text

According to Derewianka (2004: 14), a recount is the unfolding of a sequence of events or time. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Meanwhile, Anderson and Anderson (1997) states that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events.

In similar vein, Martin (1958: 3) argues that recount text is type of stories about what happened. These stories can be in the form of casual convention about playing with friends, visiting relatives, traveling, and so on. In other words,
recount text can be concluded as a piece of text reconstruct past events in order which they happened. It relates to a particular occasion.

Macken-Horarik (2002: 22) exemplifies that recount text can be found in personal letters, oral and written histories, police record insurance claims, report of science experiment, and excursion ‘write-ups’. More details, Derewianka (1990: 15) categorizes the text of recount into three major types; they are Personal Recount, Factual Recount, and Imaginative Recount, she defines as follow:

1. Personal Recount

   Personal recount is retelling an event that the writer was personally involved in. It is usually aimed to entertain and inform the reader. The characteristics of this type are use of first person pronoun (I, we) personal responses to the events can be included, particularly at the end, and details are often chosen to add interest or humor. For example: personal experiences, personal letter, diary, entries, journal, anecdotes, and postcard.

2. Factual Recount

   Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording, and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gain a complete picture or even, experience or achievement. This kind of recount text use third person pronouns (she, he, it, and they). It may be appropriate to include explanation and justifications. It can take the examples from report of science experience, police report, news report, etc).
3. **Imaginative Recount**

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction. It takes on an imaginary role and creates imaginary details but places them in realistic context. The characteristics of this type are usually written in the first person and it may be appropriate to include personal reaction. For examples: My Life as a Roman Emperor, My Adolescence at The First Year of Junior High School, My Rainforest Adventure, etc.

4. **Procedural Recount**

Procedural Recount records the steps taken in completing task or procedures. The use of technical terms is accurate time sequence like first, second, next, the, finally, etc. The first person narration (I or we) gives credibility to the information. For examples: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

5. **Biographical Recount**

Biographical recount tells the story of persons’ life using third person narrator (he, she, and they). In this case of an autobiography, first person narration (I and we) is used. It is usually factually accurate and records specific names, times, places, and events. However, biography will lack of the appeal that is provided by personal responses and memorable anecdotes. Detail information is usually selected to help the readers more understand about persons’ life and the comment on the contribution of the person’s achievement.
From five types of recount text above, the focus of the research is personal recount. It tells the activities or events about the writer’s experience by herself or himself. The theme that will be used in personal recount such as students’ experiences especially bad experiences and good experiences. In addition, the personal recount text that is used in this research taken from someone’s experience and diary’s native speaker in internet.

The characteristics of recount text can be seen from its social function, generic structure and language features. The social function of recount text is to retell past event or something which happened in the past. The purpose of this text can be only inform or even just to entertain. To achieve that purpose, recount text has set of generic structure. There are three generic structures of recount text, namely, orientation, series of events, and reorientation.

1. Orientation

Orientation is an introduction of events or experiences. The orientation provides all the necessary background information to make sense of the text. It usually uses 5W (who, what, where, when, and why). The author needs to give information about what happened, who or what was involved, when and where the events occurred and why so the readers or audiences understand the text easily.

2. Series of events

Series of events are called as a body of text. Events should be selected carefully to add the readers’ understanding of the topic. The students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically but the students
should be encouraged to experiment with arranging events in order of importance. Unity between paragraph is created through the use of time connectors (before, throughout, finally) so that the separate events form part of coherent text.

3. Re-orientation

Re-orientation is stating a personal comment of the writer to the story or concluding the text. In the stage, the writer summarizes the event but it is optional based on the writer. The sequence of events is ended and any issues or problems are completely resolved by character.

Besides generic structure, recount text also uses particular language features. Here are the language features of recount text:

1. Using simple past tense in most recounts. However, present tense may be used in diary or journal. Future tense is sometimes used in conclusion of an imaginative or biographical recount to predict what might happen in the future.

2. Specific descriptive words (adjectives) help the readers visualize or imagine events. For example: the butterfly spread out its limp and wings to dry. In a factual recount or accident report, adjective provide necessary detail for an accurate recount.

3. A range of conjunctions (because, although, and while) are used to link clauses within sentences.

4. Time connectives (firstly, next, finally, and after) are used to link separate events or paragraphs into a coherent whole text.
5. Adverb and adverb of phrases to indicate specific times and places. Examples: yesterday, last week, at home, outside, etc.

6. Specific participant (nouns and pronouns, such as Mr. John, William Wallace) to provide detail and credibility.

7. Use of action verbs to indicate an event or action. Examples: stayed, went, killed, etc.

In order to be clear about recount text, here is the example of recount text and its elements:

Orientation
There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

Event 1
On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

Event 2
The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

Re-orientation
My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

From the explanation and the example about recount text, it can be concluded that recount text is reconstruct an events, experiences, and achievements from the past in a logical sequence. Some recount will be purely informative and some others will aim to both inform and entertain. Thus, the
recount text is appropriate text to be taught to the students because the topics of this text can make the students interesting in process of teaching learning.

2.8. Authentic Materials in Teaching Writing of Recount Text

Authentic materials are the materials that have not been produced for the purpose of language teaching. Hadley (2001: 190) writes that “simulated authentic” (materials pedagogically derived or created with the intent of providing realistic situations of communication) and “unmodified authentic” (communicative material not specifically designed for language learning purposes) are both of use in aiding student comprehension. The teachers can use the authentic materials in classroom. For the example, the teacher uses the model of recount text from native speaker’s diary and journal in internet. The language that used in diary will be real language that native speaker use in daily life. It is more useful to the students to concern using real language.

The characterization goes one step further than the Longman Dictionary of Language Teaching and Applied Linguistics, for it suggests that the “qualities of natural speech or writing” possessed by authentic text derive from author’s having a communicative objective. Authenticity of recount text which may use as model for the learners refers to the authentic qualities of a given text. Authentic materials in recounts text for written language learning can be obtained from any sources of data which serves as a means to help the learner to develop an authentic interpretation. The learners must discover the conventions of communication in the target language which will enable them to gradually come to interpret meaning
within the recount text in ways which are likely to be shared with fluent users of the language.

The authentic materials can carry out the students to be creative in share their idea in writing recount text. The writers create their texts with the assumption that the reader will have some form of knowledge of the text, and also with an ideal reader in mind (Mangubhai, 2006). Besides, they will be interested in the material because it has many varieties of text form. It uses the real language in communication conducted by the native speaker. So, the students do adaptation in the actual social activity and situation.

The task of writing in recount text has to authenticity reflects the purpose to which language input as material. It means that the chosen tasks should involve the learners not only in authentic communication with recount text in the classroom, but also in learning and the purpose of learning. It is claimed that texts which are recognisable to students in terms of content, form and culture, can help them overcome any writing ability difficulties they may encounter with less common vocabulary, and with words specific only to the subject presented (Carrell and Eisterhold, 1987).

In this case, the objective of learning is the students are able to compose the recount text based on the appropriate aspects of writing. And authentic materials can help the learners to gain the purpose of learning in the school.
2.9. Simplified Materials in Teaching Writing of Recount Text

Simplified materials are the materials used by teachers or learners to facilitate the learning of a language. The teacher usually uses the material of teaching from handbook based on syllabus. Especially in recount text, the students can use the example of text from book. The text includes the example of structure which is studied in the classroom.

Simplified materials are justified, poorly written, uninteresting, and hard to read, and lack normal text features such as redundancy and cohesion. Widdowson (1978) states that simplified materials version has less proficient for language learner because there is more limited words and structures used to rewrite or adapt the original text. The writer makes a list of vocabulary and structures when working a recount text. Simplified materials as a second language text may be primarily written or adapted in terms of a linguistic formula based on list of word and grammar patterns that learners are expected to know.

In writing, grammatical structure and vocabulary are the important aspects that can be evaluated directly. Writing an original text from outline for the language learners has been termed a simple original by Hill and Thomas (1988: 44). The simplified material in recount text that included in students’ handbook is concern on clear grammar points and general vocabulary. The text is not really difficult, so the students can understand the message easily.

The teacher does not have special preparation for the material that will be used in teaching writing recount text. The material has been presented in the book. So, it does not have a lot of time consuming. Then, the language use in simplified
material is relevant to the students’ ability. That is why the objective of the learning process can be reach effectively.

Simplified texts pay less attention to the essence of writing: communicating with an audience. This has led to the well-justified consensus that simplified material is not normal discourse (text written for communication). However, one strength of simplified materials is that they have the best material for teaching beginning and intermediate students how to write the text. They are at the right linguistic level. In addition, simplified materials are short, and the beginning levels have illustrations as an aid in comprehension. Simplified materials can help the beginner students’ comprehension in understanding the recount text.

2.10. Advantages and Disadvantages of Authentic Materials

In using authentic materials, there must be strengths and weakness that will be elaborated in following section.

A. The Advantages of Authentic Materials

Using authentic materials, the students will gain the big two advantages. The first is that authentic materials have a positive effect on learners’ need and motivation because they provide authentic cultural information and exposure to real language. The materials are also up-to-date. Second, the teaching will be more creative because authentic materials provide a wide variety of text types. The language styles are not easily found in conventional teaching materials. Thus, authentic materials are useful for improving the communicative aspects of the language.
B. The Disadvantages of Authentic Materials

There are two weaknesses when presenting authentic materials in the class. First, authentic materials often contain difficult language, difficult vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes and low level students. Too many structures are mixed so lower levels have a hard time decoding the texts. Hence, it can be frustrating when used with less proficient learners. Besides that, the use of authentic materials takes so much time for the teachers and the learners. The special preparation is needed to collect the materials.

2.11. Advantages and Disadvantages of Simplified Materials

In using simplified material, there must be strengths and weakness that will be elaborated in following section.

A. The Advantages of Simplified Materials

The simplified materials have two big advantages in language learning. Firstly, the language used in simplified materials has clear objective to develop the students’ comprehension and students’ need in mastering material. The materials are also relevant, useful and adapted for a particular aspect focused on what students are learning at the point. Secondly, they contain well formed sentences all the time. In writing, they are useful for teaching grammar.

B. The Disadvantages of Simplified Materials

There are two big weaknesses of simplified materials. The first one is simplified materials sometimes present inauthentic language because texts,
dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use. They often present an idealized view of the world or fail to present real issues. The second is the materials are presented generally, it means that they may not reflect the interests and needs of students.

2.12. Theoretical Assumption

Referring to the literature reviews, the researcher supposes that the students’ writing ability in recount text should be integrated with the using of effective materials. A good material can make the students have good ability in writing recount text. Then they understand about the structure and context of the text. So, the students will be easy to practice language skill in writing recount text.

The researcher has assumption that authentic materials and simplified materials will give different influence for students’ writing ability of recount text in each aspect of writing. Authentic materials makes the learners interact with the real language and content rather than the form. The learners will feel that they are learning a target language as it can be used outside the classroom. The forms of authentic materials in recount text have many varieties that can help the learners understand not only the meaning of the text but also the use of the materials. The main ideas of using authentic materials in the classroom is to expose the learners to go to real language. They are more up to date materials than the textbooks that generally more stimulate and motivate the learners in the writing recount text classroom.
On the other hand, simplified materials focus on the clear grammar and structure at the point. Besides, the vocabulary that is used in simplified text is familiar for the students. So, they can easily understand about the text. Therefore, the researcher assumes that the students whose authentic materials treatment and those whose simplified materials treatment will perform the recount text writing differently in terms of five aspects of writing including content, organization, language use, vocabulary and mechanics.

2.13. Hypothesis

The hypothesis of this research can be stated below:

There is difference on writing ability in recount text of the students who are taught through authentic materials and those who are taught through simplified materials. The authentic materials and simplified materials can increase the students’ writing ability of recount text in different aspects of writing. The authentic materials use real language and contain up-to-date issue. The variety of recount text form can motivate the students to be creative in developing their idea in writing recount text. Meanwhile, simplified materials are concerned on the point of grammatical structure which can make them understand about language use of writing recount text.