

CHAPTER II FRAME OF THEORIES

This chapter explains about concept of text, recount text, concept of paragraph, concept of writing skills, notion of coherence, teaching of writing, teaching recount text, concept of guided writing technique, procedure of teaching recount text by using guided writing technique, and advantages and disadvantages of using guided writing technique.

A. Concept of Text

According Derewianka (1992:17), *text* is any meaningful stretch of language – oral or written form. Not all extent is the same. One factor, which accounts for differences in the text, is the purpose for which the text is being used. Generally, at least there are three some models of text (1) descriptive text referring to passage intended to describe the reader about something, (2) narrative text referring to passage intended entertain the reader about the tale/legend story which is in past form (Curriculum of Junior High School), (3) recount text referring to passage intended to retell the reader about past event, past experience, etc. The focus of the research was in recount text form, which is clarified bellow.

B. Recount Text

Literally, *recount text* tells about something especially that you have experience. When someone wants to retell someone about our past experiences or events,

someone should make sure that the readers could understand what someone tells. *Recount text* is kind of text as a strategy to retell the readers about past events or experiences. Literately, *recount* is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates form narrative. Recount text can tell about events, experiences, biography, letter, diary and anything that happen in the past. In recount text, the story being told is explained as clearly as possible to make the readers or listeners able to understand the story and they can imagine it on their own mind. And it is hoped, the readers or listeners can make their own story based on their experiences that is happened in the past. Then, they can tell their own story as clearly as they heard before. In order to completely comprehend the story, the reader should apply clue words, among clues are: *Who* is used to describe the character in the story, *what* is used to describe what the story tell about, *when* is used describe the time of the event happen, connectives is use to combine each sentence in the story, (Depdiknas, 2006).

It is said that recount text also has social function. The function is intended to inform or to retell the students about events or experiences which is happened in the past. To achieve that purpose, the recount text has a set of generic structures:

1. Orientation: Introducing the participants involves in the story, such as character in the event, place about the location and time is about when the event happen.
2. Event: Describing series of event that happened in the past.

3. Reorientation: Stating personal command of the writer to the story and its involve the conclusion of the story.

Besides generic structures, recount text also uses particular language features called *lexicogrammatical* features. Here are the language features of recount text and their example:

- Introducing personal participant, it is introduced by the use of pronoun *I and my*.
- Using chronological connection which is used to connect each sentence: *then, first*.
- Using linking verb which is used to show the past verb: *were, saw, heard*.
- Using action verb: *look, go, change*.
- Using simple past tense.

To be clear, the following is the example of recount text:

BOROBUDUR TEMPLE

Last holiday, my friens and I visited Borobudur Temple. It is the biggest temple in the world. We went there by private car. There, we saw the wonderful Borobudur Temple. Then, we had a chat with a foreign tourist to practice our English. After taking a picture with the foreign tourist, we walked around the Borobudur Temple's yard to buy some souvenirs. Although we were very tired we felt very happy. It was the most unforgettable experience we have ever had.

C. Concept of Paragraph

According to Oshima and Hague (1983:3) a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. It means that in writing a paragraph we just develop one main idea by using one up to ten sentences, because a paragraph can be as short as one sentence or as long as ten sentences. In a paragraph there are three major part: the topic sentence, the supporting sentence, and the concluding sentence.

The first part of paragraph is the topic sentence which states the main idea of paragraph. It will limit the topic to one or two areas that can be developed in the paragraph. The areas have to be specific and it is called the controlling idea. The second part of paragraph that should be considered is the supporting sentence. It develops the topic sentence and explain the topic sentence by giving reason, fact, statistic and quotation.

And the last part is the concluding sentence. It signals the end of paragraph and leaves the reader with the important ideas to memorize. In concluding sentence, the researcher tries to make the reader get to the main point in their mind. In addition, Oshima and Hague (1983:4) added that a good paragraph that element of unity and coherence. The unity means that there is only one main idea in a paragraph that will be discussed. And then, the coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kinds of logical order, and the ideas are connected and developed by using transition signals.

D. Concept of Writing Skills

Raimes (1983:76) said *writing* is a skill in which we express the ideas, feelings, and thought arranged in words, sentences, and paragraph using eyes, brain, and hand. Thus, writing is the process of expressing the ideas and thought of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication.

Writing is a productive skill in the written form. It is a language skill that is used for indirect communication. The students can communicate their ideas and thought to others through a written form such as letter, message, or invitation for communication. Furthermore, Linderman (1983) said that *writing* is a process of communication using conventional graphic system to convey a message to the reader. Writing skill deals with the ability to arrange graphic system such as letter, word, and sentences of a certain language being used in writing communication in order that the reader can understand the message or information. In writing, the students can express their ideas, thought, and facts. Carel in Susanto (1977) stated that *writing* is to communicate by expressing ideas, interest, needs, clearly, and correctly in written form using language pattern have been learnt.

E. Notion of Coherence

Writing skill is naturally required certain characteristics called *unity* and coherence. In order to be clear, *unity* is that quality in writing which keeps to a single line of thought. It is really the attribute that makes a paragraph.

By definition a *paragraph* is a body of sentences written to support a single idea. In this sense a paragraph is a unit. Thus, unity is the quality of singleness in the content of paragraph. Then coherence is the quality of binding together, the holding power, the attraction that one sentence hold for another so that the entire paragraph ties of a successful paragraph. Without these qualities, the paragraph fails to be exact here is an example of the paragraph which has coherence aspects;

Stamp collecting is an excellent hobby for many reasons. First, every young and old people can participate. Second, it is not expensive. Expensive equipment is not necessary. Third, because an interest in history and geography is important in stamp collecting. It can promote an international friendship. Stamp may be exchanged with friends in order countries. Finally, time, patience and interest are the only requirements of this fascinating and educational hobby. It is probably the most widespread of all hobbies, (Wishon,1980).

F. Teaching of Writing

Writing is productive skill and *speaking* active skill, both of them are important to learn (Widdowson, 1984: 3). However, teaching writing is not similar to teach speaking because both of the writer and speaker. Brown (1987:7) stated that *teaching* is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand while in relation of the teaching of foreign language.

Another important thing to consider is that the students should training themselves to practice their writing in order to become accustomed to Writing correct recount text. In writing practice they have to follow the steps to make their writing more effective. Besides, feedback or or connection is one of the important things in the procedures of writing.

According to Edelsein and Pival (988:11) in Elly, there are three steps of writing to make it more effective, that is:

1. Pre-writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas.
2. Writing the composition denotes to setting on the paper the ideas in her or his mind to words, sentences, paragraph, and so on. Such as, the teacher asks the students to make recount text by using past form.
3. Re-writing concerns with evaluating her or his writing , deals mainly with:
 - a. Correcting the content and form. In order to know that all developing sentences could support the idea or not.
 - b. Correcting the vocabularies, punctuation, and grammar. In order to know that all the vocabularies are used correctly or not. And in grammar aspect, all the sentences are written in the right of past tense or not.
 - c. Correcting writing errors, word duplications and omission. In order to know that there at least two right uses of transitional words and all the supporting sentences are written in spatial order.

There are some elements of writing skills that are needed in teaching writing such as grammar, sentence organization, vocabulary, and mechanic. The teacher needs to take them into account while teaching writing. In other words, teaching writing guides the students not only to write sentences but also to organize ideas in written form.

G. Teaching Recount Text

The goal of teaching a foreign language is the ability to use it and to be able to understand the speech and its native target culture in terms of their meaning as well as their great ideas in achievement (Lado, 1959:125). It means that teaching a language is helping someone to learn how to use and understand the language being learnt.

In the relation to teaching recount text writing, teacher should help students express anything in their mind about certain object or event into words and sentences. They should describe an object clearly in order to make the readers able to see the object in their minds as clear as possible. To achieve this goal needs teachers' helps. The teacher can start to help the students by asking them to retell their holidays' experiences. They can start to tell the story by explaining it habits, parts, characteristics, quantities, and qualities. For instance, the students have to retell their past experience, they can begin explain where they go, what event they spend, etc. If the students are able to retell their experience clearly, the purpose of recount text automatically can be achieved easily.

H. Concept of *Guided Writing Technique*

In this concept, there are some steps applied as clarified like the followings:

1). Guiding

Guiding is continuous process of helping the individual develop to the maximum of his capacity most beneficial to himself and to society. Depdikbud (1981:10).

Guiding is a process of helping individual through their own effort to discover and develop their potentialities both for personal happiness and social usefulness. Hallen (2003:3).

2). Guided Writing

Guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as guide before writing, so that by answering the questions the students can express the idea in writing. The questions are: *What, Where, When, Why, With whom, How, etc.*

Robinson (1967:2) defined guided writing as writing in which one cannot make a serious error so long as he follows directions. From this statement, it seems that the guide is used to avoid a serious error made by the students and the condition is that they should follow the direction.

3). Guided Writing Technique

Guided writing technique is an activity in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher. (en.wikipedia.org/wiki/question).

I. Procedures of Teaching Recount Text through Guided Writing Technique

In teaching recount text (Travelling experience) through *guided writing technique*, the teacher followed the steps as follows:

1. Pre-Writing Activity

- a. The teacher explains what recount text is and also explains parts of generic structures that the students must write in simple sentence.
- b. The students choose the topic to write about.
- c. The students answer teacher's questions related to the topic.
- d. The teacher gives an example of the recount text based on the questions as the model for the students, for example:

Teacher : Students, now we will study about recount text.

Here is the example of recount text.

Students : Yes, Sir. We like it.

A TRIP TO PARAPAT

Last Saturday was a public holiday. The students of SMP 1 Medan took a trip to Parapat. They hired three buses. They were new and luxurious.

In the morning the students woke up early. Their mothers prepared some food, drinks and fruits for them. Their parents took them to the school. The buses were already there. Some students were in the buses. Their parents were waiting on both sides of the street. At six o'clock the buses left their school. The students looked very happy and started to sing.

At nine o'clock they reached Parapat. The students hurriedly got out of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals. At about ten o'clock some of the students changed into their swimming suits and ran into a boat for a sail. At three o'clock the teachers called the students together because it was time to go home.

We felt that the trip was very enjoyable. This place is so impressive with its beautiful panorama and boat ride.

Teacher : To be more details, here is the organization of the recount text:

TITLE *A TRIP TO PARAPAT*

ORIENTATION *Last Saturday was a public holiday. The students of SMP 1 Medan took a trip to Parapat. They hired three buses. They were new and luxurious.*

Series of events:

EVENT 1 *In the morning the students woke up early. Their mothers prepared some food, drinks and fruits for them. Their parents took them to the school. The buses were already there. Some students were in the buses. Their parents were waiting on both sides of the street. At six o'clock the buses left their school. The students looked very happy and started to sing.*

EVENT 2 *At nine o'clock they reached Parapat. The students hurriedly got out of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals. At about ten o'clock some of the students changed into their swimming suits and ran into a boat for a sail. At three o'clock the teachers called the students together because it was time to go home.*

RE-ORIENTATION *They felt that the trip was very enjoyable. This place is so impressive with its beautiful panorama and boat ride.*

Students : Thank you, Sir. Now we understand about it.

2. Writing Activity

- a. The students write down their own recount text.

- b. The students begin to write a recount text by answering the questions given, for examples:

Teacher : Now, I want to ask you about orientation.

Teacher : *When, with whom and where did you go?*

Students : *Last holiday, my friends and I went to Ragunan Zoo.*

Teacher : *How did you go there?*

Students : *We went there by bus. Etc.*

Teacher : Ok. Then, I want to ask you about series of events.

Teacher : *What time did you arrive there?*

Students : *We arrived at the zoo at two o'clock in the afternoon.*

Teacher : *What did you do there?*

Students : *We saw some interesting attractions there. Etc.*

Teacher : And then I want to ask you about Re-orientation.

Teacher : *When did you go home?*

Students : *We went home at four o'clock in the afternoon.*

Teacher : *What did you think about the journey?*

Students : *The journey was very enjoyable.etc.*

3. Re-Writing Activity

- a. Submitting the students' work, monitoring and scoring their work one by one right way; writing his comment and suggestion underneath.
- b. The teacher asks the students to do their final revision and submit their work. To be clear, here is the model which the students need to compose.

Since the target of this study is to write a simple recount text. Then, the text above is modified into an effective paragraph as seen in the following example.

A TRIP TO PARAPAT

The students of SMP 1 Medan took a trip to Parapat, because last Saturday was a public holiday. They hired three buses which were new and luxurious. In the morning the students woke up early, in order to help their mothers prepared some food, drinks and fruits for them. Then their parents took them to the school, because the buses were already in the area. Some students were in the buses, while their parents were waiting on both sides of the street. At six o'clock the buses left their school, which made the students very happy and they started to sing. At nine o'clock they reached Parapat and the students hurriedly got out of the buses and carried their things, food and they gathered under a big tree. After they took a rest, they had their meals. At about ten o'clock some of the students changed into their swimming suits and ran into a boat for a sail. The teachers called the students together at three o'clock because it was time to go home. At last, they felt that the place was very enjoyable, because this place is so impressive with its beautiful panorama and boat ride.

J. Advantages and Disadvantages of Using Guided Writing Technique

In using the technique, there must be the strength and weakness. The advantages and disadvantages of using *guided writing technique* are as follows:

1. The Advantages of Using Guided Writing Technique

- a. It can minimize mistakes made by the students when they write.
- b. The students will not be confused about what they are going to write because they are guided to write by answering the questions related to the topic.
- c. It allows the students to consider topic when planning their writing.
- d. Students do not only learn by themselves but also they can share their knowledge to with their friends during the writing process.
- e. It will make their writing flow coherently because they write the paragraph by following the questions.

2. The Disadvantage of Using Guided Writing Technique

- It may be difficult to apply the guided writing process in a big group of students.