II. FRAME OF THEORIES

This chapter presents some actual theories as references to support this study. Some concepts are explained in order to give similar understanding. It consists of the following sections; Text, Recount Text, Writing Ability, Teaching of Writing, Teaching Recount Text, and Process Genre Model, Teaching Writing through Process Genre Model and Procedure of Teaching Writing through Process Genre Model, Advantages and Disadvantages of Using Process Model in Language Teaching. By referring to those concepts, theoretical assumption and hypothesis can be concluded.

2.1. Text

Text may refer to the presentation of written language. Text is a semantic unit that is realized in the form of word, clause, and sentence. According to Derewianka (1992:17), text is any meaningful stretch of language – oral or written form. Hughes (2003:140) states that texts candidates are expected to be able to deal with can be specified along number of parameters: type, form, graphic features, topic, style, intended readership, length, readability or difficulty, range of vocabulary and grammatical structure. Texts are structured in different ways to achieve their purpose. Text type includes short books, handouts, articles (newspaper, journals or magazine), poem, encyclopaedia, dictionary, novel (extracts) and short

stories. The text can be detained into some models that are used by the teacher as the materials in teaching learning process. They are descriptive text, expository text, argumentative text, narrative text, and recount text. One factor, which accounts for differences in the text, is the purpose for which the text is being used. Here are some models of text:

1. Descriptive Text

   Descriptive text is a kind of text that is used to describe about a person, object, appearance, scenery, or phenomenon. In this text, the writer tries to make readers as like they see, feel, and experience what the story tell. Description could briefly explain and evolve about process, compare, definitions, and other strategies.

2. Expository Text

   Expository text is a kind of text that aims at clarifying, explaining, teaching, or evaluating an issue. The writer tries to give information or sign to the reader by developing the idea by giving an example, process, cause and result, classification, definition, analysis, comparing, and contrary.

3. Argumentative Text

   Argumentative text is a kind of text that aims to prove the truth or untruth of a statement or situation. The writer tries to show the empirical data by giving a logical appeal, pathetic or affective appeals, such as authority, empirical data, values and attitude.

4. Narrative text

Narrative, originated from *"to narrate"* means to tell. Narrative text tells a story, in doing so, entertains the audience, and makes the audience think about an issue, teaches them a lesson, or excite their emotions. In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

5. Recount Text

Recount text is a kind of text that means to retell the reader about past event or past experience. The focus of the research is in recount text form. The more explanation will be discussed in the next session.

From some examples above, we can refer to these as the genre of the text (genre refers to the particular text types). The genre of a text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways (Derewianka, 2004). Besides, texts differ not only in term of their purpose but also differ according to particular situation in which they are being used.

2.2 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) stated 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 (1985:3) argues that recount text is type of stories about what has 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 that reconstruct past events in order which they happened. It related 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 detail, 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:

> *Personal Recount* exposes an event in which the writer or the author got involved or acted in event himself *(e.g. daily funny incidents, entries of a diary)*, *Factual Recount* is a note of an event *(e.g. scientific experiment report, police report, newspaper report, history explanation)*. Finally, *Imaginative Recount* is an unreal event or story *(e.g. a day in the life of a Roman slave, how I invented)*.

In order to be clear about types of recount text, here is the explanation and the example of those types:

1. Personal Recount

   Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal,

anecdotes, and postcard. Personal recount are usually written in the first person (I and we) and often to entertain and inform. The characteristics of this type are Use of first person pronouns (I, we), personal responses to the events can be included, particularly at the end, and details are often chosen to add interest or humor. Here is the example of personal recount text.

A Trip to Jogjakarta

Yogyakarta is one of famous tourism area in Indonesia. Many tourists, whether they are local or international tourists, like visiting this city and so do I. I had an opportunity to visit Yogyakarta in December 2011. I went to Yogyakarta for three days and two nights with my students. There were around fifty students joining this trip. We left from Tangerang, Banten by a bus. After spending twelve hours in the bus, we arrive in Jatijajar Cave as our first visit on Saturday morning. Jatijajar Cave is located around 21 kilometres from Gombong and 42 kilometres from Kebumen.

In Jatijajar, We had breakfast and then enterred the inside of the cave. In the cave, we enjoyed the statues depicting Raden Kamandaka. Some students took pictures in front of the statues. At around 10 A.M, we left from Jatijajar Cave and went ahead to Kaliurang as our accommodation place.

At around 5 P.M, we arrived in the hotel and all the participants took a rest until evening. After having dinner, around 8 P.M, we had an art performance presented by the students. We invited the students to perform their skills in front of others. The performance was quite exciting because there were sing songs, dance performances, magic show and jingle competitions. The organizing committee also gave many door prizes for participants. It lasted about 3 hours until 11 P.M.

Sunday was the most amazing day for us because we visited some great places; Borobudur Temple, Parangtritis Beach, and Malioboro Street. Our first destination was Borobudur Temple, We all felt excited to visit this world heritage because we had a chance to see the geatest temple in the world. In Borobudur Temple, the students had to interview the native speakers in groups. Besides interviewing the native speakers, the students also took pictures in front of the stupas and many native speakers.

After enjoying Borobudur temple for almost four hours, we headed to parangtritis. In Parangtritis Beach, the students did some group contest, such as tug of war. All groups seemed enjoy doing the contest. We didn't stay in the beach for a long time because it was already dawn.

Malioboro Street was our next destination. In this famous street, we had dinner and went shopping. Many students bought T-shirt called Dagadu T-shirt and famous cakes "bakpia". Aroung 11 P.M on Sunday, we came back to the hotel for a rest and on Monday Morning we returned to Tangerang.

A Trip to Jogyakarta was an amazing trip for us and we had a lot of nice memories there. We hope that we will have the same trip one day.

(Taken From *http://www.text-types.com/2011/05/example-of-recount-trip-to-jogyakarta.html*)

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 gains a complete picture of event, experience or achievement. The characteristics of this type are:

a. Use of third person pronouns (she, he, it, they),

b. Details are usually selected to help the reader reconstruct the activity or incident Accurately,

c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment),

d. Mention of personal feelings is probably not appropriate, Details of time, place and manner may need to be precisely stated (e.g. at 4.30 *pm, between Antasari street and Soekarno – Hatta street,* the man drove at the speed of *120 km/h),*

e. Descriptive details may be required to provide precise information (e.g. a man *with a red shirt, black shoes, and long hair, weighing 65 kilos* and approximately *185 cm* tall),

f. Use passive voice (e.g. the beaker was filled with water),

g. It may be appropriate to include explanation and justifications.

In order to make clear about factual recount text, here is the example of factual recount text.

Children Day's

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology.

The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They fell that the skills the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations.

Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

(Taken From *http://bos-sulap.blogspot.com/2010/10/recount-text-children-days.html*)

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. The characteristics of this type are usually written in the first person, and it may be appropriate to include personal reaction. Here is the example of imaginative recount text.

Day in My Life without Feminism

To imagine a day in my life without feminism is nearly impossible. I was born in 1991, and by the time I became an adult, decades had already passed since women in the United States gained their rights. I've been fortunate enough that I have not had to experience the full extent of the oppression of women. I'm a very opinionated, outspoken woman, and if I did not have feminism, there would be many limitations on my means of self expression. No female in this country would have any of the rights they have today.

As strong-willed as I am, I value my right to vote dearly. Not only am I pleased that I can vote, but also that I'm able to engage in serious political conversations or run for a political office, if I'd like. If the Women's Rights Movement had not occurred, I would not be eligible to vote or run for office. Moreover, any opinions I may offer regarding politics would be instantly dismissed. I imagine that I would feel as if my government thinks I am not important, which would likely cause me to rebel, after which I would be imprisoned, as so many women were.

The educational system we have in place today would be extraordinarily different. I value the right to be able to decide what I want to study and where I'd like to study it. Without feminism, my education would be as basic as possible, and I would not be studying to be a social worker. Not only would I not be studying my passion, I would also think in an entirely different way than I do now. Attending college has taught me to be a critical, independent thinker. Having a higher education has influenced nearly every aspect of my life, and without it my entire existence would be altered.

Aside from politics and education, I take great comfort in the fact that I have complete ownership of my body. If I was unable to use contraceptives, obtain a legal abortion, or deny my husband sex, I would have to lead an extremely careful life, especially while in the presence of men. Because women do in fact enjoy sex just as much as men, it would be awful if we had to endure violent sexual experiences or refrain from sex due to fear of an unwanted pregnancy.

Before feminism and the Women's Rights Movement, females had many concerns that were ignored by the rest of society. Women were treated unfairly in nearly every way possible. I am very grateful for feminism, because a day in my life without it would be like a day without breathing.

(Taken From *http://community.feministing.com/2011/09/13/a-day-in-my-life-without-feminism/*)

Meanwhile, another expert, Stubbs and Wood (2005) added that *a procedural recount* and *a biographical recount* are also type of recount text.

4. Procedural Recount

Procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem. Here is the example of procedural recount.

A Science Project

Last week Ayu and Siska did a science project at school. They did this project to show that hot air always rises. Before they started they prepared a balloon, a bottle and a bucket full of hot water. First, they blew up the balloon. Then they let the air out from the balloon. After that, they put the balloon to cover the top of the bottle. Finally, the put the bottle in the bucket that was full of hot water. As a result the air in the bottle got hotter and rose into the balloon.

(Taken from *http://www.education-english.com/2011/05/procuderal-recount.html*)

5. Biographical Recount

Biographical recount tells the story of a persons' life using a third person narrator (he, she, and they). Detailed are usually selected to help the readers more understand about person's life and the comment on the contribution of the person's achievement. In order to make clear, here is the example of biographical recount.

Short Biography of Kurt Cobain

Kurt Cobain was the lead singer and the guitarist of an American grunge band called Nirvana. He was born in Aberdeen, Washington, on 20 February 1967.

When Cobain was eight years old, his parents divorced. This divorce gave bad impact on his life. At his fourteenth birthday, his uncle gave him a guitar as the gift. Since that, he began work on his own songs. He and his friend, Krist Novoselic usually practiced music in the upstairs room of a salon own by Novoselic`s mother.

In 1986, they formed a grunge band named Nirvana. Cobain was the vocalist as well as guitarist and Novoselic played bass. They released their first album titled Bleach in 1989. In 1991 they released the second album, never mind. It was their greatest album which made them a kind of popular superstar. This album included popular songs like Smell Like Teen Spirit, About A Girl, Come as You Are, In Bloom and Lithium.

However, the popularity was intimidating to Cobain. He began addicted to drugs and became worse, even he overdosed on heroin. On March 30, he went to rehabilitation but ran away. He was reported missing for a few days. Then on 8 April 1994, he was found dead in his house in Lake Washington. He had shot himself.

(Taken From *http://understandingtext.blogspot.com/2011/08/contoh-recount-text-short-biography-of.html*)

Recount text is different from narrative text. They are different in fact that recount text just focuses on the events themselves but it does not include the conflict inside as in narrative text. Wells and Reid (2004:6) argue:

> Narrative and recount in some ways are similar. Both are telling something in the past. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways, narrative combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of events as the basic structure.

In recount text, the reconstruction of past experience is reconstructed. The language is used to keep past alive and help us to interpret experience. The story being told is explained as clear as possible to make the readers or listeners able to understand the story and they can imagine it on their own mind. And as a result, they can make their own story that is happened in the past easily.

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 to inform or even just to entertain. To achieve that purpose, recount text has set of generic structure. There are three generic structure 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. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically, but 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

Reorientation is stating a personal comment of the writer to the story or concluding the text. In this 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 characters.

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. But 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 set wings to dry. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount.

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

4. Time connectives (firstly, next, finally, 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. Example: yesterday, last week, at home, and outside.

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. Example: stayed, went, killed, etc.

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

ORIENTATION *On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet; my best friend came to visit it with me!*

EVENT 1 *The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a*

<p style="text-align: right;">small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.</p>

EVENT 2 *The humans who lived here ate the shells and dumped the left over in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.*

REORIENTATION *After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!*

From the explanation and the example about recount text, it can be concluded that recount text 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, this 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.

2.3 Writing

The terms of writing have several meanings. There are some concepts of writing from some experts that vary from one to another. For the purpose of this research, some theories of about writing from different experts would be adopted. One is from Risinger (1987: 1 – 2) who states that:

> Writing enhances learning in several ways; -- writing requires knowledge and focused thought. In order to write, students must have something to say. Writing is inherently an integrative process, combining the total intellectual capacities of the writer, -- writing enhances critical thinking, -- writing shifts to responsibility for learning away from the teacher toward the student. Ability to write empowers students with a sense of efficacy and achievement.

Another concept are from Raimes (1983:76) who defines writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand and Widdowson (1978:62) who defines writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.

Meanwhile, another expert stated that writing as a communicative act with an intended purpose and audience that allows learning opportunities to experiment with the language and try different construction to make them understood (Rabideau, 1993: 2 – 3). Writing enhances language acquisition as learner experiments with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in the class (Bello, 1997:1).

According to those definitions of writing, 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 and audience. Thus, writing needs the process to make it better.

In addition, Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express idea, to provide information for one's reader, to persuade one's reader, and to create a

literary work. The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

Writing is ability, an expertise, and a cleverness to convey ideas in a text in order to be accepted by readers whose different levels of intellectual and social (Alwasilah, 2005). As stated previously, writing is very complex and difficult. It is because writing is not only transferring an idea or a thought into written language but also providing many things that draw a writer's attention. Murcia (1978:129) says that there are principles of writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language used and vocabulary). Thus, it can be said that in writing students must be able to express their idea and sequence it in good order.

In writing process, the writer can be said successful if their writing contains some aspects of writing. There are some aspects in writing that should be considered by the writer. According to Jacobs et al (1981:90), there are five aspects of writing. They are content, organization, vocabulary, language use (grammar), and mechanics. In order to be clear about the aspect of writing, here is more explanation of each aspect:

1. Content

    Content refers to substance of writing, the experience of the main idea (unity).
    In the other words, content is the aspect of writing that related to unity. Unity

can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to or develop the idea, it is irrelevant and should be omitted.

2. Organization

Organization refers to the logical organization of the content (coherence). The term coherence contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. The ways to order your sentences depend on your purpose. While smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieve through sentence combining and through the use of certain expression, called transitions, which provide the links between ideas.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content or the word choice or diction in order to convey the ideas to the readers. Then language use is identifies from the construction of well-formed sentences.

4. Language use (grammar) refers to the use of the correct grammatical and syntactic pattern.

5. Mechanics

Mechanics refers to the use of graphic conventional of the language. Mechanics is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs.

Based on those explanations, it can be inferred that in order to create a well-organized writing, those aspects of writing should be concerned. Those aspects of writing are the foundation of the students' writing assessment in this research. Moreover, by understanding the aspects of writing, the students can improve their writing ability because those aspects are their prior knowledge for beginning to write. Yet, it is more important for the teachers to understand the aspects of writing in order the role of the teachers as the source of knowledge in the classroom.

2.4 Teaching Writing

Writing is an expression of ideas, thoughts, and stories on piece of paper. Meanwhile, writing is a process to communicate a writer's thoughts and feelings to reader. In addition, Brown (2001) explained 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 those definitions of writing, it can be concluded that writing is a complex process about how the writer conveys his or her ideas, thoughts, 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 to learn. Voss and Keene (1992:2-3) wrote why we should bother with writing and purposes 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 for 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 skill writing 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

Richards (2003: 303) states that from those four language skills to be taught at schools, writing is the most difficult for the teachers and students. The difficulties

are in generating and organizing idea as well as in 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 some 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 the ongoing learning experience.

3. Learning style – writing is appropriate for learners that needs time to produce 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 construction, spelling, etc).

Based on the complex explanation all about writing, writing is classified as a hard subject. Thus, 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 how to do something providing with knowledge, causing to know or to understand. It means, when the teacher build students' self confidence and encourage them to express their idea, thoughts, and feeling in the form of written language, teaching writing will be effective.

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

1. The way the teacher gets the students to plan: this stage explains about the way of a 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, who the audience is.

2. The way the teacher encourages the students to draft, reflect, and revise; this stage consists of the way the teacher gives the explanation to the students that their first writing is not a finished product.

3. The way 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 the students to improve their writing into well – organized product.

Raimes in Reid (1993:27) states that teaching writing is a unique way to reinforce learning. It means teaching writing is very important to build 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 explanation above, it is not exaggerated to say that writing is as skill 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 (as suggested by the school based on curriculum and KTSP), 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.

2.5 Process Genre Model

Today many writing teachers recognize that we need not rigidly adopt just one approach in the writing classroom. In some case, combining of the approaches results in a new way of thinking about writing. One example is a synthesis of the process and the genre approaches, which Badger and White (2000) have aptly termed the new model, which is process genre model.

Therefore, process genre model is the combination of the process approach and genre based approach, in which the students gain the benefit of the relationship between purposes and generic structures of any particular genre as well as the use

of the processes of pre-writing, drafting, revising, and editing. Using these steps develops students' awareness of different text types and of the composing process.

The integrative approach mixes the ideas of genre approach, such as the writing purpose and the knowledge of the content, with some parts of process discipline such as writing skill development and learner response. It helps the students to learn the connection between purpose and form for a particular genre while they write on the basis of writing process. The major focus of this approach is that teachers should provide and discuss a situation for learners to identify mode and purpose (a spoken and written text), field (particular topic), and tenor (intended reader) of the writing at the pre writing stage to facilitate students (Gao, 2007). Applying Process Genre Model can allow the students to see how texts are written differently, according tp their purpose, audience, and message (Macken-Horarik, 2002). After the students have been exposed to the organization, structure, and language used in the texts, they will go through a process of revising.

In brief, in the classroom, the teacher should focus on increasing students' experiences of text and readers' expectation, as well as providing them with an understanding of writing processes, language forms, and genres. Typically, the teaching procedure for the process genre model is divided into the following six steps: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising. Figure 2.1, which is taken from Badger and White (2000), illustrates how these six steps interact in a recursive way with themselves and with other writing skills.

Figure 2.1.Application of the Process Genre Model of Teaching Writing
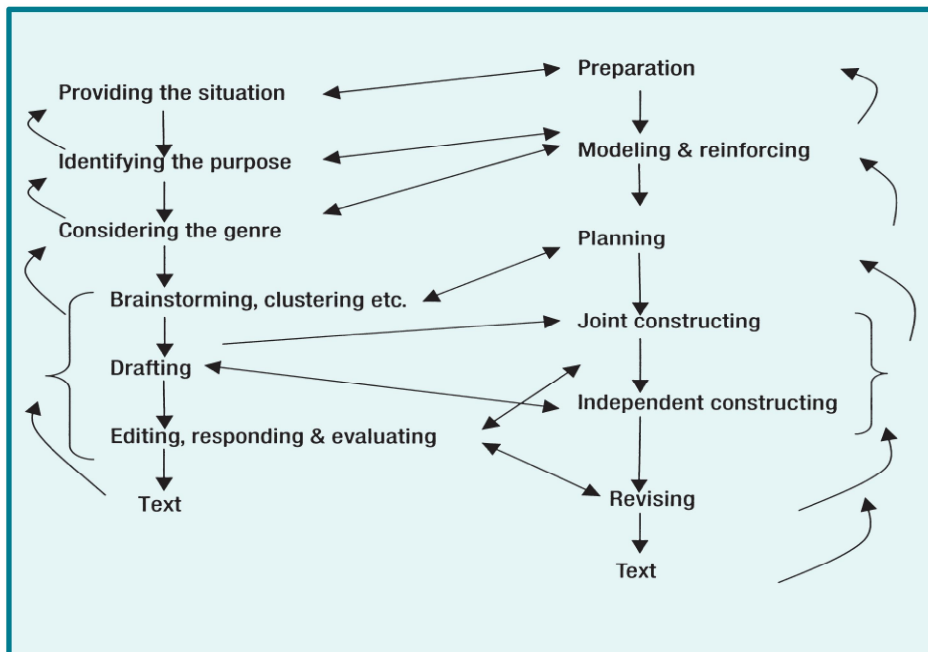
(Source: Badger and White, 2000:159)

A short description of what occurs during the six steps will also illustrate how elements of the Process Genre Approach work in unison.

1. Preparation

    The teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre. This activates the schemata and allows students to anticipate the structural features of this genre. The teacher gives opportunities to the students to experience and explore the cultural and situational aspect of the social context of the text.

2. Modeling and reinforcing

This stage is text exploration aimed at familiarizing the students with the target type or genre and to draw attention and to organizational and linguistics features commonly found in the text belonging to it (Butt, et al, 2001). In modeling of the text, Derewianka (2004) declares that modeling involves introducing the purpose and the features of the text. Macken – Horarik (1989) also add that modeling include teachers build up the context relevant to the field of inquiry and provides the students with model of generic in focus the context, the social purpose, the prototypical element of structure and the distinctive language feature.

In this step the teacher introduces a model of the genre and lets students consider the social purpose of the text, including who the audience will be. For example, the purpose of recount text is to retell the reader about events or experiences which are happened in the past. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose. In this part, the teacher and the students discuss the language features of the text, such as grammar, the expression, connective words, the use of relational process and the use of punctuation. The students may do some comparisons with other texts to reinforce what they have learned about the particular genre.

3. Planning

In this step many meaningful activities activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience.

4. Joint constructing

Having understood the social function, the schematic structure and the language features of the text, then the students exercised to write a text collaboratively. This activity can be jointly constructed by the whole class, by a small group or by a teacher and students during conferencing (Derewianka, 1990, Gibbon, 2002).

During this step, which will facilitate later independent composing, the teacher and students work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the blackboard or computer. The final draft provides a model for students to refer to when they work on their individual compositions.

However, this stage can be skipped if the students have had clear understanding on the genre taught (Recount Text). Emilia (2005, 2008) says that in Indonesia context, the stage of joint construction is quite problematic

since only few students give contribution during this stage. *Thus, in this research just apply the introduction of joint constructing.*

5. Independent constructing

In this stage, the students write their own text. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process. The writing task can be continued as a homework assignment.

6. Revising

Students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers (Yan, 2005).

In the context of teaching writing, Process Genre Model may be useful to solve those problems of writing faced by the students in writing task. The Process Genre Model combines process models with genre theories. This integrative approach mixes the ideas of genre theories, such as the writing purpose and the knowledge of context, with some parts of process discipline such as writing skill development and the students' respo

2.6 Teaching Recount Text Writing Through Process Genre Model

In teaching process, the writing activities should be structured in ways that helps the students to produce their writing well. Teaching writing requires the elements of writing skills including grammar, sentence organization, vocabulary, and mechanic. Crider (2006) in her book "On Teaching Writing" states that without guidance, some students never will learn to write. Thus, the role of teacher is very needed to help them in writing text.

In writing, there are some approaches, methods, technique which have functions to increase the students' writing ability. Here, the researcher was interested in applying Process Genre Model in teaching writing. Basically, Process Genre Model can help to develop students' writing ability through the process and knowledge of different genres in particular context and communicative purpose. PGM that includes six stages of activities can give some benefits that relates to aspect of writing.

In the first stage, preparation, the teacher begins preparing the students to write by defining a situation that relates to recount text. The next stage is modelling and reinforcing. The teacher provides the students a model of recount text and discusses how the text is structured. The third stage is planning which activates the students' schemata about the topic of recount text. Joint constructing is the next stage where the teacher and the students work together to begin writing a text. The teacher gives the students' chance to design text based on the model.

The fifth stage is independent constructing where the students try to write their own text about recount text which has been helped by the teacher. The last stage is revising. In this stage, the students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates.

When using the process genre model, teachers should be aware of the following ways. First, because writing is so difficult, the teacher should adopt the role of assistant and guide and work closely with students to encourage them, offering helpful feedback and suggestions. It is crucial for teachers to offer positive and constructive advice in teaching recount text. Teachers also can make efforts to arouse curiosity and self-confidence by matching student interests to the writing topic, and they should be sensitive to any individual differences that arise in the writing process. Recount text is one of famous text in Senior High School. It retells past event or something which happened in the past. It can be experience event, personal letter, or imaginative event. This topic makes the students interested in writing class.

Second, teachers should directly train students about writing strategies. If teachers demonstrate how prewriting activates the schemata and outline strategies for the drafting and revision processes, students will be more successful in writing compositions. As Yau (1991) states writing performance is as much a result of students' use of strategies in various processes of writing as it is of their handling of the language.

Third, teachers should include the listening, speaking, and reading skills in the writing class. Integrating the four language skills promotes the expansion of the students' overall language competence (Goodman, 1986). The process genre model makes this feasible, as background material is read during prewriting activities, and speaking and listening occur during lectures and when giving or receiving feedback.

From the explanation above, we can know that Process Genre Model provides the students to be active in teaching leaning process. Besides, the teacher must have creativity to develop an interest to follow all instructions. Thus, all activities in Process Genre Model need the collaboration between the teacher and the students.

2.7 Procedure of Teaching Recount Text Writing Through Process Genre Model

According to Edelstein and Pival (1988:11) who state that there are three steps of writing. They are Pre – writing, Writing, and Re – writing. The procedure of teaching recount text writing through process genre model is presented as follows:

My Holiday

It was Sunday, the end of my holiday indeed, when friends of mine suddenly came to my home and picked me up. They told me that we were going to go out of town. That was unpredictable and really surprised me because there was no any confirmation before.

At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. Then, we decided to take freeway to save the time. For about thirty minutes later, we were out. But not arrived yet. We tried to find a store to buy some food and drink as our provisions. After we got them, we continued our trip to Boyolali. Well, it took approximately two hours to get there.

In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. After that, according to the plan, we had to continue our trip to go to Tlatar. But, my friend's mother asked us to take some fruit as gift. The fruits were such as mangoes, rambutans and guava. It was out of our meant, but we accepted it. Of course, moreover, they could complete our provisions.

After we got a lot of gift, we went to Tlatar, a special nature park and pond in Boyolali. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain behind them. Furthermore, we could feel the fresh air which was difficult to be found in Semarang. In Tlatar, we could swim and fishing. While some of us were swimming, the others were fishing or just enjoyed the view. We also ordered some food and drink.

The other and the last place we visited was Badhe Dam. It was big dam in Boyolali. We got there when it was getting afternoon around at five o'clock. Well, the situation there was really amazing. It was the right place to calm our self and mind. The beautiful dam with the blue sky was really a wonderful mixture of nature. We relaxed and felt calm. We did not forget to take pictures together.

At six o'clock, we realized that it was getting to dark; we had to back to Semarang. So, we decided to depart right away. We were very glad and enjoyed our trip together. We would never forget it

1. **Pre – Writing Activities**

   In this activity, the teacher needs to:

   a. Ask the student about their past experiences, past events which are happened in their life.

      Example: T: Do you have unforgettable event in your life?

      S: Yes, I have.

      This is the stage of preparation.

   b. Give an example to the students about recount text and narrative text.

   c. Ask the student to analyze the components of the texts that have been given by the teacher.

      Example: T: What is the purpose of the story?

> S: To retell us about past events.
>
> T: What is the tense used in the text?
>
> S: Past tense.

d. Discuss the text together. Collect and conclude the student's answer. The teacher writes it on the whiteboard.

e. Ask some students to retell their experience in front of the class that related to their experience.

f. Discuss about the students' performance together with the students for explaining the topic, purpose, audience.

> Example: T: What do you think about her performance?
>
> S: She can tell it well. Her performance is good enough.
>
> T: Can you tell the chronological events that happened in her holiday?

This is the stage of modeling and reinforcing.

2. Writing Activities

In this activity, the teacher needs to:

a. Ask the student to choose one story, explore and generate the ideas and put ideas in the structure outline and list of past event in the form of recount text on a selected topic.

This is the stage of planning

b. Divide the students into some groups. The group consists of 4 students. Ask them to share their list of past event that have been made to their

friends in group. Ask them to help their friends in group who find difficulties in expressing the idea.

c. Ask each group about their idea. The students contribute information and ideas, and the teacher writes the generated text on the whiteboard. The teacher asks them randomly about the ideas.

This is the stage of the introduction of joint constructing.

d. After that, ask the student to make recount text individually based on the structure outline and list of past event on a selected topic.

Example: T: Please make a short story based on your topic in the

form of recount text!

S: Yes, I will do my task well.

The writing task can be continued as a homework assignment.

This is the stage of independent constructing.

e. Do workshop. The teacher is available to help, clarify, or consult about the process. In this case, peer correction is occurred.

3. Re – Writing Activities

In the last activities, the teacher needs to:

a. Ask the student to check their friend's writing and correct it if there are some mistakes.

Example: T: Let's check your friend' task and give the sign if there

are mistakes!

b. Ask the student to revise their first draft and collect the second draft to the teacher. In this case, teacher correction is occurred.

c. After the teacher correction, the final draft must be collected to the teacher again.

(Revising is occurred in this stage)

2.8 Advantages and Disadvantages of Applying Process Genre Model in Teaching Recount Text Writing

The advantages and disadvantages of applying Process Genre Model in teaching recount text writing are:

1. The Advantages of Process Genre Model

Previous studies done by the experts have shown that Process Genre Model has many advantages in teaching writing. The advantages of PGM are:

a. The process genre model helps the students to learn the connection between purpose and form for a particular genre while they write on the basis of writing process.

b. Process genre model can help to develop students' writing ability through the process and knowledge of different genres in particular context and communicative purpose.

c. It makes the process of writing and textual conventions transparent.

d. It provides basis for teaching and contextualize writing for audience and purpose.

Based on those points, this integrative approach mixes the ideas of genre theories, such as the writing purpose and the knowledge of context, with some parts of process discipline such as writing skill development and the students' response. Process Genre Model can create the good collaboration between the students and the teacher. It means that the students are not only passive in teaching learning process but also they can be more active to involve in this process. The teacher also can guide the students better especially in writing recount text. In the other words, Process Genre Model can help the teachers to improve their performance when they teach writing. And for the students, Process Genre Model can improve students' participation. This is why Process Genre Model may be useful for increasing the students' writing ability, the students' response, and the teacher' performance.

2. The Disadvantages of Process Genre Model

Although there are some advantages that has been explained above, Process Genre Model also has disadvantages in teaching writing. The disadvantages are:

a. The students who have low quality in English get confused about the activities that are done. In this case, the students cannot follow the teaching and learning process well especially in the activities of planning, the introduction of joint constructing, and revising.

b. The teacher must be patient to guide the students in writing recount text. It means she/he needs a lot of energy to make the students understand about her/his explanation especially in the activities of planning and revising.

Based on those points, Process Genre Model with its stages needs the great role of the teacher to guide the students to follow all instructions given. It may be possible if there are some students that would get confused about the activities that are given by the teacher. In this case, the teacher should focus on increasing students' experience of texts ad reader's expectation, as well as providing them with an understanding of writing processes, language forms, and genres.

2.9 Theoretical Assumption

Writing is essential for the students in learning English to enhance language acquisition in the process of communicating ideas and critical thinking as writing needs focused thought and intellectual capacities. It means that writing activity is activities of communicating ideas effectively by producing the correct words and sentences. Therefore, it needs the process to get it. The students must practice writing frequently to develop their ideas and sentences.

In writing, there are five aspects of writing that students need to consider. They are content, grammar, organization, vocabulary, and mechanics. Process Genre Model is a model that is appropriate way for the students in writing English. The integrated process-genre approach helps the students to learn the connection between purpose and form for a particular genre while they write on the basis of writing process. The researcher assumes that Process Genre Model with its six steps is able to help the students to develop the ideas. And they can write recount text more easily because it helps them to organize their thought systematically.

2.10 Hypothesis

In reference to the theoretical assumption above, the hypothesis can accordingly be formulated as: There is increase of students' recount text writing ability at the first year senior high school students after being taught by using Process Genre Model.