

## **CHAPTER II FRAME OF THEORIES**

### **A. Concept of Writing**

Raimes (1983:76) defined writing as a skill in which we express ideas, feeling, and thought which arranged in words, sentences, and paragraph using eyes, brain, and hand. Writing also reinforces the use of structure, idiom, vocabulary which we have studied in the previous lesson. It means that writing is the ability to express ideas, feeling and thoughts of the writer using knowledge of structure and vocabulary to express the writer's ideas in written form.

At the same time, Linderman (1983:3) said that writing is a process of communication which uses conventional graphic system to convey message to a reader. From this statement the writer assumed that writing is the process of sending the message to the reader by using a graphic system such as letters, punctuation, words, or sentences. The knowledge of structure and vocabulary and the ability to develop the ideas into composition influence the process of sending the message to the reader.

Furthermore, Tarigan (1987:7) said that writing is a language skill that is used for indirect communication. It means that writing is one of the ways to communicate with other people without face to face communication. The students can

communicate their ideas, feeling, and thoughts to others through written form such as a letter, message, or invitation.

In brief, it can be concluded that writing is an important means of indirect communication that refers to the productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling, and thoughts in written language.

In this research, the writer focused on writing, because it is a complex vocabulary, phonology and grammar. The students should have those components before expressing their ideas, thought and feeling in written form. Beside that in writing process, writers should determine some aspects of writing as well in order to make easier for the teacher in evaluating recount text writing task. According to Harris (1969:68-79) there are five aspects of writing needed to be taken into serious attention, namely:

1. Content refers to the substance of writing, the experiences of main idea (unity). 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. Grammar refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in paragraph writing.

3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. Organization refers to logical organizations of the content (coherence). It is scarily more than an attempt to piece together all collection of facts and jumbles ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.
5. Mechanic refers to the use graphics conventional of the language. i.e., *the steps of arranging letters, words, sentences, paragraph by using knowledge of structure and some others related to one another.*

In more details, Jacobs (1981:92-96) explained the description and criteria of writing scoring system. In addition, the researcher adapted marking composition taken from Hedge (1988:153) which can be formulated as follow:

Table1. Marking Composition

Meaning	Marking	Example
1. Wrong Form	WF	The <i>best</i> <sup>WF</sup> will be its achievement
2. Wrong Word	WW	Patient, funny and <i>kindly</i> <sup>WW</sup>
3. Wrong Tense	_____	In the last few weeks you didn't <i>has much</i> fun
4. Something is missing	✓	You arrived in Brighton ✓ the first
5. Wrong Spelling	Sp	<i>Comfortable</i> <sup>SP</sup>
6. Wrong word Order	Wo	You haven't seen <i>yet</i> <sup>WO</sup> London
7. Wrong punctuation	P	Look <i>out</i> <sup>P</sup>
8. wrong verb form	V	The titanic <i>sunk</i> <sup>V</sup> very quickly
9. Not necessary	⊘	John come in and <i>be</i> sat down

10. Incomplete sentence or I don't understand what are you trying to say	?	While Ari was singing...?
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Raimes stated that “There are many elements that should be considered and noticed in production a piece of writing, for examples: contents, grammar, syntax, mechanic, organization, word choice and so forth. So that why writing is difficult to do”. (Raimes, 1983:6).

Referring to the theories above, the writer concluded that writing is not easy to teach, but it does not mean that writing cannot be taught to the students. The teacher can use some techniques to teach writing to make it easier. In teaching writing, teacher should be able to guide students in writing. In spite of that, the students should write systematically.

### **B. Concept of Paragraph Writing**

Trykas (1987:98) stated that paragraphing is very important in writing. Without a paragraph, even a brief writing could be confusing the reader. Paragraphing permits the writer to divide materials to manageable parts and at the same time to arrange those parts into the whole unity that effectively communicate its message.

Meanwhile, Crimmon (1984:193) said that a paragraph is a set of related sentences that work together to express or develop an idea. Here, the function of the paragraph is as a unit of development in that it organizes the writer's ideas. It helps the writer to carry forward a story or provide significant details.

Coffey (1987:2) defined paragraph as a group of sentences that clearly and concisely expresses one basic idea. It means that a paragraph must have one idea to represent the sentences involved. It is supported by Oshima and Hoque (1990:3) who said that paragraph is a basic unit of organization in writing in which a group of related sentences develop one basic idea.

From the explanation above, the writer concluded that paragraph is part of writing that consists of a group of sentences that develop one main idea. A paragraph should also have developing sentences that will present some information to support one main idea, and have a conclusion that tells us that the writer has finished discussing the ideas. Also it is supported by unity; can be identified by seeing the topic sentence, and coherence; related to the ideas or thought stick together. To be exact, below is taken as an example of paragraph writing.

Oshima and Hoque (1990:3) explain that a paragraph has three basic parts:

### **1. Topic sentence**

Topic sentence states the one topic or main idea of the paragraph. It limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

Example: Gold, a precious metal, is prized for two important characteristics.

- Gold : the topic.
- Two important characteristics: controlling idea.

A topic sentence must be a complete sentence that contains a subject, a verb and (usually) a complement. It must be specific enough so that it can be adequately covered in the paragraph itself. The topic sentence usually found at

the beginning of the paragraph, but it can be located in the middle or at the end of the paragraph.

## **2. Supporting sentences**

Supporting sentences develop the topic sentence. They may develop the topic sentence by giving reasons, using facts or details, providing examples, statistic, and quotation.

## **3. Concluding sentence**

The concluding sentence signals the end of the paragraph and leaves the reader with important point to remember, it is generally short and simply restated. The aim of this paragraph is to let the reader to know that the writer is bringing the writer's idea to a close.

In addition, besides those three structural parts of a paragraph there are two elements that must be considered in paragraph writing, that is unity and coherence. Butler (1987:44) says that a paragraph has unity when each of its sentences contributes to the central idea of the topic sentence, It means that we just discuss one main idea in a paragraph. Any sentences that do not clearly relate to the topic sentence should be omitted. Also, Butler says that a paragraph has coherence when its sentences are logically related to one another. In this case, we usually use transition signals. The transition from one sentence to the next should be smooth.

Coffey (1987:3) defined a paragraph has a coherence when it is understandable or makes sense to the readers. It must present all of its ideas in logical order.

The following is an example of the paragraph:

*Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore it is suitable for jewelry, coins and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example: a Macedonia coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside the spaceship. In conclusion, gold is treasured not only for its beauty, but also for its utility. (Oshima, 1983:13).*

### **C. Concept of Recount Text**

Recount text is one of the texts that recalls and reconstructs events, experiences, achievements from the past in logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. (Raimes, 1983:38).

All recounts reconstruct the past, but the purpose, audience, and focus will vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is generally based on the fact rather than fiction.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their use of the following structure:

## 1. Orientation

Orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (*who, what, when, where, and why*). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed, for example:

**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.*

## 2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer.

Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details, for example:

**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.*

### 3. Re-orientation (Optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional, for example:

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

#### D. Concept of Teacher's Performance

In accordance with Medley and Shannon (1994), teacher's performance is the way in which a teacher behaves in the process of teaching. So the teacher's performance is any behavior done by the teacher when she/he teaches the students.

It is necessary to observe teacher's performance during the teaching and learning process because according to Foster (1976:37), a teacher is a central force that shapes the behavior of the individual child as well as those of children in groups. The teacher's performance covers the teacher's behavior that can be described according to specific roles that stem from the expectation of society, school, peers, colleagues, and the children themselves.

Foster (1976:38) adds that, the qualified and competent teacher must have mastered the knowledge and skills necessary for the performance of the psychological roles and instructional roles.

In psychological roles, a teacher must be:

1. A social model

In performing this role, the teacher must be aware that children in certain communities still expect the teacher to be a model for the social values found therein. Thus the teacher is expected through the use of precept and example, to inculcate those moral values, life styles, and career goals that have high priority in the community. Thus, in teaching writing the teacher should give good example in writing.

2. An evaluator

The way the teacher performs this role can frequently determine how children view themselves. Because children are sensitive about all matters concerning success or failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself. A teacher must evaluate the students' performance while they are writing.

3. A walking encyclopedia

It means that a teacher must be able to provide any information needed by the students. Hence, a teacher must be knowledgeable. A teacher is place

for students to ask any problems they have during teaching and learning process.

4. A moderator

The school teacher portrays the moderator role on many occasions. Especially in the area of personal conflicts, the role must be played objectively. A teacher must be able to be bridge among students when they have complicated problem.

5. An investigator

This role can be performed in a constructive way an understanding teacher, or it can result in devastating trauma for children if it is performed in an insensitive manner. A teacher must find out and understand the condition of the students.

6. An ombudsman

This role provides the support and encouragement that many children need if they are to overcome difficulties in learning and personal matters. In performing this role, a teacher usually respond by listening to the needs of pupils in an understanding way. Thus, a teacher must be willing to listen the students' problems and try to solve them.

7. A morale builder

This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of her students when they feel inadequate, or experience an early failure. Thus, a teacher must educate the students well, so that they have good morality.

8. A leader of the group

For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. Suffice it to say at this point that group leadership is a critical role for the teacher to perform. A teacher must be able to lead the students.

9. A substitute parent

A teacher acts as a parent for many pupils. With very young children, the teacher frequently must assist the pupils with personal attire, as well as to perform a number of essentially psychomotor tasks. A teacher must substitute the parent's role at school.

Meanwhile, in instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction

A teacher plans the lesson plan and the activities that will be applied in teaching and learning process.

2. A facilitator of learning and instruction

A teacher must facilitate the learning media and anything which are useful for teaching and learning process.

3. An evaluator of learning and instruction

A teacher must evaluate the students' performance and the students' work in teaching and learning process.

According to the descriptions above, the teacher's performance is the way a teacher behaves in the process of teaching. The behavior done by the teacher in this process shows that she/he is doing her/his roles which cover psychological roles and instructional roles.

Considering the important role of a teacher, the researcher intends to observe the teacher's performance when the teacher teaches writing by using imagination activity. The main tools for assessing the teacher's performance are observational schedules and rating scales. In this action research, the researcher will use an observation sheet in which there are some aspects that will be scored, the aspects cover the teacher's performance in pre activity, while activity, and also post activity.

**E. Guided Writing in the Form of Guiding Questions**

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). Guiding Questions**

Guiding questions is the activity that provides the students' preparation with the information, the facts, and the details about the subject before they begin

to write. If the students follow the questions well, they will make their story flow coherently.

A question is a linguistic expression used to make a request for information, or else the request itself made .... (en.wikipedia.org/wiki/question). Ask questions, get answers, help others and connect with people who have similar interests. (www.question.com/).

According to the idea above, the writer assumed that one of the possibilities to be used as a guided writing is by giving guiding questions so that by answering the questions, the students can write something easily.

#### **4). Guided Writing in the Form of Guiding Questions Technique**

*Guided writing in form of guiding questions 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).

#### **F. Correlation between Guiding Questions Technique and Recount Text**

In relation to teaching writing, Harmer (1984:40) in Juwitasari (2005:13) pointed out that there is certain particular consideration that needs to be taken into account, such as sentence, organization, paragraph arrangement, and coherence.

Teaching writing requires the elements of writing skills including grammar, sentence organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.

In writing, there are several methods or techniques of developments that are commonly used to present written materials. One of them is *guided writing in the form of guiding questions technique* in making or developing recount text. The writer applies the technique because the writer is sure that by answering the questions given before writing, the students are helped to discover details that should be put in their writing paper when they get stuck with their writing paper. This statement is supported by Bramer and Sedley (1981:24). Who stated that asking them answering the question is a good way to discover ideas; it useful in narrowing down a broad subject to a manageable topic and in discovering what to say about the topic.

Of course, not all the questions will be relevant to every topic. We must able to choose the most suitable questions to develop the topic from the questions that we have made, for example:

*Teacher asks* : *What did you do there?*  
*Students write* : *We made some photos in the beach.*

### **G. Teaching Writing**

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand (Douglas, 2000:7). Lado



(1964:125) stated that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement.

Teaching writing is to teach the students how to express the idea or imagination in writing form. In order to be successful in writing, in which the material presented, is relevant to their needs, interest, capacities, and ages until they are able to make a composition with view or even no errors (Finnochiaro, 1973:129).

According to the assumption above, it is clear that in writing the teacher should guide the students to write or how to express the ideas in writing form. In practicing their writing, they have to follow the steps to make their writing more effective. The writing process can be summarized as follows:

### **1. Pre-Writing**

In pre-writing, the writer selects the general topics, restricts the topics, generates the ideas, and organizes the ideas.

### **2. Writing**

In writing, the writer sets on paper the ideas in her or his mind into words, sentences, paragraph and so on.

### **3. Re-Writing**

The writer evaluates her or his writing; they are: correcting the content and the form, correcting the vocabularies, punctuations, and grammar, correcting writing errors, word duplications, and omission. (Edelstein and Pival: 1998).

From the process of writing above, *guided writing in the form of guiding questions* plays the important roles in the three stages of writing. As stated by Yuwono (1994:16) that in order to be successful in writing, the English teacher should guide the students when composing their writing.

## **H. Procedures of Teaching Recount Text through Guiding Questions**

In teaching recount text (Travelling experience) through *guided writing in the form of guiding questions 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.*

#### **I. Advantages and Disadvantages of Using Guiding Questions Technique**

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

##### **1. The Advantages of Using Guiding Questions**

- 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 Disadvantages of Using Guiding Questions**

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