

## **II FRAME OF THEORIES**

This chapter consists of the concepts the researcher used in doing his research. By referring to those concepts that come from the experts' and the previous researchers' theories, the researcher formulates his assumption. The researcher wishes that those concepts contribute well for the finding of his research.

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

Writing is an active process of communication which uses graphic symbols to send the message. Linderman (1982: 11) states that writing is a process of communication which uses conventional system to convey the meaning to the receiver. It means that communication in form of written will deal with letters, words, sentences, and punctuation, so that the reader can receive the information intended.

Writing is a means of communication similar to speaking. Communication is not only achieved through speaking but it can also be through writing. In writing, a writer can communicate with the reader. He or she will express his or her ideas in the written form. As Tarigan (1987:2) states that writing is a language skill that is used in indirect communication. It can be said that the students can communicate

their ideas, thoughts and feeling to the other through written form by putting them on a paper.

Furthermore, Byrne (1988:1) adds that when we write, we use graphic symbols; that is letter or combination of letters which relate to the sounds we make when we speak. In writing, the sounds are written in form of graphic symbol. It means that in writing, we arrange or combine letters that build the meaning when they are used.

Jacobs (1981:90) states that there are five aspects of writing process that have to be considered to make the writers successful in their writing.

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.
2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.
3. Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
4. Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence

5. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

From the theories above, it can be stated that writing is the representation of language in a textual medium through the use of a set of signs or symbols. Writing is the ability to arrange the graphic system such as letters, words, and sentences in the language being used in order that the reader can understand the message and information intended.

## **B. Concept of Teaching Writing**

Teaching writing is teaching the students how to express the idea or imagination in written words (Finnonchiaro, 1964:129). However, to make the students' piece of writing better, the teacher should notice of some elements of writing including grammar, sentence organization, vocabulary and mechanic while helping them to express the idea in the process of teaching writing.

In relation to teaching writing, Harmer (1984:40) points out that there is certain particular consideration that needs to be taken account, such as sentence organization, paragraph arrangement and coherence. In addition, Finocchiaro and Bonomo (1973:120) states that when we say writing we mean primarily the carefully guided marks on paper that we assist our students in making unless we are teaching a course in creative writing or advance composition. Referring to the

statement, it is reasonable for the teacher to guide the students learning writing to lead them to be more creative in expressing their ideas.

Another important thing that should be considered is that the students should exercise themselves to practice their writing in order to become accustomed to writing process. To make their writing more effective, the students have to follow some steps besides feedback and correction as some important stages in procedure of teaching writing.

Edelstain and Pival (1988:11) divide the process of writing into three steps:

1. Pre-writing. The writer selects the general subject, restricts the subject, generates the idea and organizes the idea.
2. Writing. The writer sets on paper the ideas in her/his mind into words, sentences, paragraph and text.
3. Rewriting. The writer evaluates her/his writing in form of:
  - Correcting the content and the form
  - Correcting the vocabularies, punctuation and grammar
  - Correcting writing errors, words duplication and omission

In teaching writing recount text using Guided Questions, three steps of the process of writing that is stated by Edelstain and Pival (1988:11) can be modified as follows:

1. Pre-writing. In this step, the teacher gives topics and series of questions related to the topic to the students in order to help them generate and organize their ideas.
2. Writing. In this step, the students will be asked to answer series of questions that is given by the teacher. Answering series of questions will help them in putting on paper the ideas in their mind into words, sentences, paragraph and text.
3. Rewriting. In this step, the teacher helps the students evaluating their writing in form of:
  - Correcting the content and the form
  - Correcting the vocabularies, punctuation and grammar
  - Correcting writing errors, words duplication and omission

It can be said that teaching writing is to teach the students how to express the idea or imagination in written words. Naturally the purpose of teaching writing is to help the students to express, organize and develop their ideas well in written form. Here, the role of the teacher is needed to guide and help them to express, organize and develop their ideas to make their pieces of writing better.

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

A text is a coherent set of symbol that transmits some kind of informative message. It is a unit of language, a grammatical unit that is larger than sentence but related to a sentence in the same way that a sentence is related to a clause, a clause to a group and a group to a letter (Haliday and Hasan, 1976:1). Text is not

only a group of sentences, Hyland (2004:6) states that text is autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is orderly arrangement of words, clauses, and sentences by following the principles which guide the correct arrangement of element.

There are two main categories of text namely literary and factual. Literary texts are texts constructed to appeal emotions and imagination. For example: stories, movies, scripts, fairy tales, plays, novels, song lyrics, mimes, and soap operas. There are three main text types in this category: narrative, poetic and dramatic. Factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, report, procedure, exposition explanation, and discussion.

Not all the texts are same. Each text has its function and generic structure. Each kind of text is structured in different ways to achieve its purposes. It is important to understand each type of text. Beside it is needed as an academic purposes, text is also required in students real social life.

#### **D. Concept of Recount Text**

Recount is a text which retells events or experiences in the past. There is no complication among the participants and that differentiates from narrative. The purpose of recount text is to tell what happened in the past. To achieve the purpose, the text will move through a different set of stage:

- An orientation letting the reader know who is involved, where, when, etc.
- Retelling of a series of events in chronological sequences

Recount text has three main factors, there are:

○ Orientation:

This part tells the readers the main idea of the story being discussed in the text. This part gives a setting of the story, (telling about people or thing which have done or have participated inside, with time, place, situation, etc) so that readers are aware of the story is about.

○ List of events:

This part describes series of event that happened in the past. The story starts from the very early stages. That is to say, the story develops based on the sequence of the events.

○ Re-orientation:

Not always needed, it is optional, summary of the events. In this part, the writer summarizes the story and tells his/her impression of the experience that what has been elaborated.

Recount is very similar to narrative. Recount explores the series of events which happened to participant/s. These events are the main element in composing recount text. However it just focuses on the events themselves. It does not include the conflict inside

The language features of recount text are:

- Recounts are written in past tense
- They use 'first person' for autobiographies and personal journal
- They use 'third person' for recount about somebody else
- They use word such as 'when', 'as'
- They show where an event took place: 'at the chemist shop'
- They use action verbs to show what happened (in the past form): 'drove, told, put'
- They use conjunction and time connector to list the events: 'and, but, then, after, finally, that', etc.

The events will be arranged in chronological order based on time and place.

Recount text with complete generic structure will be constructed by structuring **orientation**, **events** and **re-orientation**. The absence of complication/ problem/ conflict in the generic structure is actually differentiating from narrative.

According to Derewianka (1990), the focus of recount text is on the sequence of the events, all of which relate to a particular occasion. The recount text generally begins with orientation that gives the reader the background information of the text then unfolds with the series of events that tells the reader events in the text chronologically. At various stages there may be some personal comments on the incident.



The function of recount text is to retell about an event or experience which happened in the past time. Derewianka (1990) identifies that there are three types of recount text, there are:

1. Personal Recount

Telling about the activities which the speaker or the writer involves or does by him/her (for example someone write diary). Use the first person pronoun (I, We). Personal responses to the events can be included, particularly at the end.

2. Factual Recount

Record the particular of an incident (e.g. report a science experiment, police report, news report, historical account). This type uses the third person pronouns (he, she, it, their). Sometimes the ending describes the outcome of the activity (e.g. science experiment). Details of time, manner and place may need to be precisely stated (e.g. at 2.35 pm. Between Johnson St and Park Rd, the man drove at 90 kph). The passive voice may be used (e.g. the breaker was filled with water), it may be appropriate to include explanation and justification.

3. Imaginative Recount

Taking on an imaginary role and giving details of events (e.g. day in the life of Roman slave; how I invented...). Usually wrote in the first person. It may be appropriate to include personal reactions.

From three types of recount text above, the focus of this research is personal recount because it retells the activities which the writer involves or does by her or himself.

### **E. Concept of Guided Questions**

A guided writing is the tasks that are used to guide the learners to write something. The possibilities of the task is by giving the learners some questions as guide, so that by answering the questions the students can write about something.

Robinson (1967:2) defines guided writing as “writing in which one cannot make serious errors as long as he follows the directions. Byrne (1988:25) supports this idea by saying “...the fundamental principle of guiding students in various ways toward a mastery of writing skill, and sometimes controlling what they write, is not one we can lightly dismiss...”

In addition, Byrne suggests that we should consider more carefully what kind of guidance we should give them. Particularly in relation to the various problems they have in writing. Based on this idea it may be true that one of the possibilities to be used as a task in guided writing is by giving the students questions as the guidance so that by answering the questions the students can write about something. In other words, Guided Questions is used to lead the students to write about something.

To encourage the learners to express their ideas it seems to be good to use “open ended-questions” than “yes-no” questions” because it gives them more chances to express their ideas openly. Rivers (1964:262) also supports this idea by saying “...a series of questions may be constructed that the students write continues story as they answer the question.

In teaching writing recount text through Guided Questions, the teacher is not enough just asking students to write down recount text based on the topic given. The teacher should give students set of questions which the answers can lead them to construct recount text. The answers of the questions will inspire students’ imaginations that lead to more powerfully creative stories.

Here are the example of some questions that can lead the students to write recount text and the recount text that might be produced:

Parts of Recount Text and List of Questions	Recount Text
<b>Introduction:</b> <ol style="list-style-type: none"> <li>1. What is your unforgettable experience?</li> <li>2. When did it happen?</li> <li>3. Where did it happen?</li> </ol>	<b>When I was in the Junior High School, I</b> joined football club. <b>I</b> joined the club because I love sports. <b>I</b> had football on Sunday mornings. One day my football club <b>joined a football competition.</b>
<b>Order:</b> <ol style="list-style-type: none"> <li>1. What happened first?</li> <li>2. What happened next?</li> <li>3. What happened last?</li> </ol> <p>Use “Connecting Words” to show the order of events.</p>	There were eight clubs joining the competition. <b>At first</b> , our club won the match. <b>Then</b> , we had to defeat one club to get to the final. Fortunately, we won again. <b>After</b> those two matches, we had lunch in the cafeteria. We were so impatient to play in the last game. It was the hard one because our opponent was very strong. <b>Finally</b> , we won the game with a nice score of 3-2.
<b>The end:</b> <ol style="list-style-type: none"> <li>1. What was the last thing that happened?</li> <li>2. How did it finish?</li> </ol>	We were so tired. However, <b>we were happy and proud to be the winner of the competition.</b> It was a very interesting competition in my experience.

## **F. Teaching Writing Recount Text Using Guided Questions**

Guided Questions 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.

In teaching writing through Guided Questions, the researcher used the following procedures:

### **Pre-activity**

- Reflection of the students' problem in doing their writing task.
- Leading the students to the learning topic by asking some questions related to the topic.
- Telling the students what they are going to learn and explain them how to write recount text based on Guided Questions technique.

### **While activity**

- Giving students an example of recount text.
- Explaining the generic structure and the language features of recount text.
- Introducing Guided Questions as a tool to help students creating a recount text.
- Giving the students set of questions related to the topic that should be developed as a recount text using Guided Questions.
- Asking the students to answer the questions in their mind and to imagine the situation.

- Asking the students to express their imagery in the best words to create recount text that consists of 100-150 words individually.
- Controlling the students' activity.

#### Post activity

- Asking the students to check their friends' writing and correct it if there is any mistake.
- Asking the students' to revise their writing.
- Collecting the students' works.

### **G. Theoretical Assumption**

Writing is one of language skills that should be mastered by the students. In this case, the researcher used Guided Questions to improve students' recount text writing ability. Through Guided Questions, the students were given guidance in form of set of questions in writing recount text to help them expressing their ideas. By guiding the students writing recount text through Guided Questions, the students would have something to write and their piece of writing would be well organized.

From that statement the researcher assumes that Guided Questions can make the students' piece of writing better as long as they answer the question well and follow the direction given. This is so because Guided Questions requires students to write the text based on the set of questions that are given by the teacher.

## **H. Hypothesis**

Based on the theoretical assumption, the researcher formulates hypothesis as follows:

“There is a significant improvement of the students’ ability in writing recount text after being taught using Guided Questions”.