

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about the several related topics that will stress on the implementation of this research. This chapter presents (1) Writing, (2) Teaching Writing (3) Recount Text, (4) Blog, (5) Previous Study

A. Writing

Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: grammar, vocabulary, word order spelling and logical arrangement of ideas. Heaton (1988: 135) states that writing skills are complex and sometimes difficult to teach requiring mastery not only grammatical and rhetoric devices but also of conceptual and judge mental elements.

a. Definition of Writing

There are some meanings of writing. Many experts have proposed the definition and explanation of writing. Writing is in the sense of the verb 'write'.

Write is to make letters or other symbols (e.g.: ideographs) on a surface, especially with a pen or a pencil on a paper (Hornby, 1974: 996). Brown (2001: 336) identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. Oshima & Hogue (2007: 15) stated that writing is a never a

one-step action; it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting.

According to Heaton (1975: 127) writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic. The statement shows that the main purpose writing is to express ideas, thoughts, and writing clearly in a written language. From the definition above the writer can conclude that by using writing, we can share our idea, feeling or anything that exist in our mind. Writing is one way of making meaning experience.

b. Process of Writing

Harmer (2005: 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

1. Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the

piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

c. Types of Writing

There are four types of writing. They are narration, description, exposition and letter writing. The students in a piece of writing use one of these modes exclusively, but typically they are found in combination, with one or two

predominant to achieve the writer's primary rhetorical purpose and operating goal. Fachrurrazy (1990: 38) explain the types of writing are:

1. Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

2. Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

3. Exposition

Exposition is writing that explain something. It often answer the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

4. Recount

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

5. Letter writing

There are three main types of letter, namely: formal letter, business letter, and personal letter. Formal letter is normally used for invitations to an important dinner, dance, or other ceremony and is phrased in the third person. Business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. Personal letter is written in an informal, friendly way to someone whom we know. The style may be almost as informal and colloquial as if we were speaking to the person.

d. The Function of Writing

According Chodiyah (2012: 2) written language serves a range of function in everyday life, including the following:

1. Primary for action

Public sign, e.g. on roads and stations; product labels and instruction on food, tools or toys purchased, recipes, maps, television and radio guides bills; menus, telephone directories, ballot papers, computer manual monitors and printouts. To social contact. Personal correspondence letters, postcard, greeting cards.

2. Primarily for information

Newspaper (news, editorial) and current affairs magazines, hobby magazines, non-fiction books, including textbooks, public notices, advertisement, etc.

3. Primarily for entertainment

Light magazines, comic strips, fiction books, poetry and drama, newspaper features, film subtitles, games (including computer games).

e. Teaching Writing

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. For many adult ESL learners, writing skills will not be used much outside in class. This doesn't mean that they shouldn't be challenged to write, but teacher should consider students' needs and balance in class time appropriately.

f. Assessing Writing

One method that can be used in assessing writing is test. Testing writing skills are complex and something difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements (Heaton, 1991: 135). The following are varied skills necessary for writing good prose as suggested by Heaton (1991):

- a. Language use: the ability to write correct and appropriate sentences.
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.
- c. Treatment of content: the ability to think creatively and develop thoughts, including all irrelevant information.

- d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- e. Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an activity to select, organize, order the relevant information.

Hamp - Lyons (1991) states that the assessment had a positive reception among students, faculty, advisors and other community members because it reflects the concerns of and is easily interpreted by these varied constituencies. In writing test, the writer takes the tests in free writing. The materials that will be tested relates to the recount text because it has been taught in Junior High School especially in the second year students.

Followings are scoring rubrics according to Jacob ET AI (in Sara, 2002: 116)

ESL COMPOSITION PROFIL			
STUDENT:		DATE:	TOPIC:
SCORE	LEVEL	CRITERIA	COMMENT
CONTENT	20-27	EXCELENT TO VERY GOOD: knowledgeable, substantives, through development of thesis, relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail	
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of thesis	
	16-13	VERY POOR: does not show knowledge of subject, not pertinent, or not enough to evaluate	
ORGANIZATIO	20-18	EXCELENT TO VERY GOOD: fluent expression, ideas clearly,	

	17-114 13-10 9-7	stated/supported, well organized, logical sequencing, cohesive GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but in complete sequencing FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development VERY POOR: does not communicate, no organization, or not enough to evaluate	
VOCABULARY	25-22 17-14 13-10 9-7	EXCELENT TO VERY GOOD: sophisticated range's effective word idiom choice and usage, word farm mastery, appropriate register GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured FAIR TO POOR: limited range, frequent errors of word of idiom form, choice, usage but meaning confused or obscured VERY POOR: essentially translation, little knowledge of English vocabulary, idiom word form, or not enough to evaluated	
LANGUAGE	25-22 21-18 17-11	EXCELENT TO VERY GOOD: effective complete instruction, few errors of agreement, tense, number, word order function, articles, pronoun, prepositions GOOD TO AVERAGE: effective but simple constructions, several errors of agreement, tense, number, word order/function, article pronouns, preposition but meaning obscured FAIR TO POOR: major problems in simple or complex construction, frequent error of negative, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons detections, meaning confused	

	10-5	VERY POOR: virtually not mastery of sentence construction rules, dominated by errors, does not communicated, not enough to evaluate	
MECHANIC	5	EXCELENT TO VERY GOOD: demonstrates of mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured,	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured	
	2	VERY POOR: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate	

B. Recount Text

a. Definition of Recount Text

According to Anderson (in Dwi, 2010: 16) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

Recount text is a text written to retell for information or entertainment (Wikipedia, free encyclopedia, 2010). This type of text is not only used at school but also at other media written and electronic, it's used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police report, sport report etc.

b. Types of Recount Text

According Barwick (1999: 4-5) there are different types of recounts with varying levels of language and content according to the audience and purpose.

1. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

2. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources.

Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

3. Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

4. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made.

The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

5. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

c. Generic Structure of Recount Text

The recount text has three parts:

1. Orientation

Orientation takes in the First paragraph that give background information about who, what, where and when.

2. Event

Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

3. Re-orientation

4. Consist of optional-closure of events/ending.

Whereas Hardy and Klarwein (in Emilda, 2010: 13) state the generic structure of recount text consist of orientation, series of events and re-orientation.

In orientation, the writer sets the recount in time and place. While the series of events arranged in a temporal sequence and often expressed in terms. The re-orientation is the optional element.

d. Language Features of Recount Text

Barwick (1999: 6) explains that language features of recount text are:

1. Proper nouns and pronouns identify people, animals or things.
e.g. Mr. Lawrence, the postman, his racquet, she.
2. Larger and more complex noun groups build up descriptions.
e.g. the long distance runner, Lionel Drill.
3. Word families are used to build topic information.
e.g. smoke signals, drums, telephone, television.
4. Varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions.
e.g. she jumped, she leapt, she crawled.
5. Descriptive words add details about who, what, when, where and how.
e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.
6. Adverbs and adverbial phrases sequence events in time and indicate place.
e.g. In 1927, On 6 June 1824
7. Technical (the thorax, the abdomen) and abstract language (beauty) are used to add credence to the texts.

8. Texts are written in past tense to retell past events.
e.g. she smiled.
9. Conjunctions (when, but) to combine clauses and connectives to sequence events (first, then, finally) are used.
10. Significant events are included and irrelevant details are excluded.
11. Quoted and reported speeches are used.
e.g. 'We are off on an excursion tomorrow,' said Mrs. Sheridan enthusiastically. Mrs. Sheridan enthusiastically added that they would be going on an excursion the next day.
12. Evaluative language is used in factual and personal recounts.
e.g. Captain Arthur Phillip was a fair and just man. The trip was a wonderful experience.
13. Sentences should be structured with the focus on the important information at the beginning.
e.g. The last trip he ever made was In 1909 they first entered
14. The passive voice is used at times to allow the writer to leave out the person doing the action.

C. Blog

a. Definition of Blog

According Warnock (1967: 207) blog is website journal or diary on which a user writes message ranging from the personal to the highly public. Blog is a Website with dated entries, presented in reverse chronological order and published on the Internet (Anandhavalli, 2012).

A blog a contraction of the term "web log" is a type of website, usually maintained from an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog. Blog usually used by the people as an online diary. Susilo (2008) state that blogging has evolved from its origins as a medium for the online publication personal diaries to a respected vehicle for editorials on specific topics. Blogs can be used by teachers to distribute teaching materials and discussions with students.

b. Educational Benefit of Blog

According to Richardson (2010: 20), the potential benefits of Blogs for Classrooms include the following:

- Creative and associational thinking in relation to blogs being used as a brainstorming tool and also as a resource for interlinking, commenting on interlinked ideas;
- Can promote critical and analytical thinking;
- Can promote creative, intuitive and associational thinking;
- Potential for increased access and exposure to quality information;
- Combination of solitary and social interaction

The growing popularity of blogs suggests the possibility that some of the work that students need to do in order to read well, respond critically, and write vigorously, might be accomplished under circumstances dramatically different from those currently utilized in education.

c. Strategies for Using Blogs in Teaching and Learning

Anandhavalli (2012) state that some possible uses of blogs in education are:

1. Within a pedagogical perspective a blog can support;
 - Comments based on content, literature readings and student responses.
 - A collaborative space for students to act as reviewers for course-related materials.
 - An online gallery space for review of works, writings, etc., in progress, making use especially of the commenting feature.
 - Teachers encouraging reactions, reflections and ideas by commenting on their students' blogs, and
 - The development of a student portfolio of work
2. Within a personal academic perspective a blog can support;
 - Reflection on teaching experiences.
 - Categorized descriptions of resources and methodologies for teaching
 - Illustration of specific technology-related tips for other colleagues
3. Within an organizational perspective a blog can support;
 - A common online presence for unit-related information such as calendars, events, assignments etc. and
 - Online area for students to post contact details and queries relating to assessment.

D. Teaching Writing Using Blog

Many students are not enthusiastic in writing. From those problems in teaching writing, teachers have to be able to creatively find ways to encourage students to write. To increase the participation and active students in the classroom, teachers implement learning using blog. Using blog in learning is one of technique that can make students more interest in teaching the materials. The implementation of blog at the first, teacher explains the material about recount text. Then the students make a group consist of three. Teacher guide the students to make a blog. Teacher gives some assessment to the students. Assessment created in teacher's blog, so the student must open the teacher's blog.

They also asked to make a paragraph related the topic. After they finish, teacher asks the students to share their blog with their friends, and gives comment to each other. After working as a group, they were asked to work individually. And for the last, students and teacher make conclusion from such material.

E. Previous Study

The writer uses a study that related to the use of blog in teaching recounts text to improve students' writing ability to prove the originality of this study. Zainuddin (2013: 3) conducted a research entitled "Improving Students' Narrative Writing Skill through Blogging Media at Tenth Grade MA Ar-Rasyidiyyah Koja Jakarta". The study aims to find the result of the improving students' narrative writing skill through blogging media.

The result of this study obtained in each cycle 1: 59,66 and cycle 2: 77,11. It can conclude there is improvement in students' narrative writing skill through blogging media. It means that the new media in process teaching writing could make the students more active, more motivated, and more interested.

According to the explanation above, the researcher conclude that blogging media can attract students in learning English and help students to write the story easily. But this research was different from Zainuddin research. In this research, the writer conducted The Use of Blog in Teaching Recount Text to Improve Students' Writing Ability of Tenth Grade Student's at SMAN 1 Ngunut Academic Year 2013/2014.