

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher explains literatures which are use in supporting this study. They are the definition of writing, teaching writing for EFL, recount text, media, beef burger and review of previous study describes about some previous studies related to this study.

#### **A. Writing**

Language is an important thing used by human being to share their opinion and thinking through communication process. The notion of language itself can be divided into spoken and written form. Writing is considered as a means of communication through written form. Writing basically is not simply drawing a sequence of o written symbols, but it is in fact a complex process elaborating the aspects of brain, ideas and the writing rules as well. Writing tends to involve the thinking process in which the writers attempt to organize the composition and make it works together into a meaningful text. According to Murcia (2001) writing skill is demand the students to build the ideas. According to Meyers (2005) states that writing is an action process of discovering and organizing ideas, putting them on paper, reshaping, and revising them. Furthermore, Hornby in Oxford Advanced Learner's University (2000) also explains that "writing is an activity to put information on a sheet of paper or to compose something in written form."

Writing requires a series of process and rules as well. From the definition above, the writer concludes that writing is a way to produce language by putting down words or ideas to

some medium through a series of process elaborating the idea, thinking process and the writing rules in order to create a worked-together written composition.

Writing is the more complex process than other skill in learning English. The writer should know the steps of writing process to get a good result. Brown (2001:335) states, writing is the result of thinking, drafting, and revising procedures that need other skill, which are teacher must develop them. It means that writing is not a simple task, needs the process of building the idea and constructing a text.

According to Harmer (2004) Process of writing is looking what the writer wants to express the feeling into written form. Meyers (2005) also states that there is no writer which has a same way and approach in writing process. However, they generally follow a series of actions as follows;

- 1) Explore ideas

In this step, a writer usually considers three main things; subject, purpose, and audience.

- 2) Pre-write

Pre-writing is a process in which a writer puts his/her ideas into words. This process can be done through several methods such as brainstorming, clustering, or free writing.

- 3) Organize

Organizing is the process of selecting, subtracting, and adding ideas, and then outlining them.

- 4) Write a first draft

In this step, a writer writes quickly to record his or her thoughts and then puts notes and new ideas in the paper.

5) Revise the draft

Revising is an important step, especially in writing English as foreign language. In this step, a writer should correct his or her work.

6) Produce the final copy

Producing the final copy is the final step in which a writer edits the writing once again and makes a copy which is cleaned from errors.

According to Ron White and Valerie Arndt (1991) as quoted by Harmer (2003) stated that process writing is include of (1) drafting, (2) structuring (ordering information, experimenting with arrangement, etc.), (3) reviewing (checking context, connections, assessing impact, editing), (4) focusing (that is making sure the writer get understand about the draft) and (5) evaluation (assessing the draft).

## **B. Teaching Writing for EFL**

Teaching English as foreign is belongs to teacher as the crucial role in improving students' English skill. But in Asia most of English teacher only focus on how make their students have a good score in final exam. According to Asian journal (2011) stated that teaching English is understanding the grammar and focus in achieving academic study. One of the strongest motivators in learning writing is the personal qualities of a teacher. Students usually consider about teachers' character which are friendly, knowledgeable, understandable and comfortable.

According to Asian Journal (2011) there are some perception of teaching English for EFL which are the result of research in Korean and China by the Experts;

- Students believe the social and academic aspects of their EFL education are equally important.
- All student groups believe English is important in their future.
- Most of students prefer to listen and watch English than reading and writing.
- Students tend to enjoy classes supported by audio-visual aids and dislike grammar exercises.
- Students generally enjoy group work more than individual work.
- Students focus on academic study and exams rather than practical application of their English skills as the greatest problem in EFL education

Based on those problem finds that writing and reading skill is difficult to understand for EFL in teaching and learning process. In this case, the role of the teacher must have good method to minimize students' perception.

Teaching English as foreign language, especially writing, is not easily to be done. The gaps between those are two different language cultures, the mother language and the target language. Teaching writing is one of the challenging experiences to English teacher for EFL, because he must have any ideas and creativity to motivate the students in teaching and learning writing process. According to Judie haynes and Debbie zacarian (2010) that writing is a particularly challenging language domain for EFL to master, they have to be more intention in learning about the aspect of writing. Teaching Writing is a complex process in

which the teachers need to integrate all of the components of methods, teaching and learning atmosphere, and effective teaching and learning activities. They will get difficulties in building the ideas. According Judie haynes and Debbie zacarian (2010) that learning writing involves being able to communicate meaningfully through writing, write for some of purposes, use culturally appropriate and use correct form and grammar.

And not to mention, the role of media is also unavoidable for their contribution to help transferring the message of the materials being taught easily. Thus, the success of the attainment of teaching and learning objectives are influenced by many factors integrated within its process.

### **C. Recount Text**

Recount text is a kind of text that tells someone's experience in the past. According to Peter Knapp and Megan Watkins (2005) that recount text is telling personal experience. According to Stubbs (2000) that recount text is a text which functions to retell and reconstruct events, experiences, and achievement from the past in logical sequence. Formally, recounts are sequential texts that do little more than sequence a series of events.

Recount text is not a complex text. According to Peter Knapp and Megan Watkins (2005) states that recount text is simple text. But, Recount text is one of genre text which also contains generic structures; they are consisting of orientation, events and reorientation. According to Gerot and Wignel (1994) Generic structure of Recount text are orientation, events and re-orientation. Orientation introduces setting and participants. Events tell what happened in sequences.

Generic structure of recount text is a package of events in a text. this generic structure will explain how the stages move through to attain the purpose. Every genre has its generic structure, so do the recount. The generic structures of recount are:

- Orientation : Introducing the participant, place and time (when, where, who, etc)
- Events : Describing series of event that happened in the past (what happened)
- Reorientation : Closure of the events. It is optional. Stating personal comment of the writer to the story.

Language features are about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this case. Language features of recount are:

- Introducing participant : I, we, they, My family, etc
- Using Temporal Sequence : Then, First, etc
- Using Linking verb : was, were, went, met, etc.
- Using action verb : look, go, see, etc.
- Using simple past tense.

Assessment of writing recount that used for assessing the task base on appropriate generic structure and grammatical feature (Knapp and Watkins: 2005):

- a) Genre based criteria deal with generic features of the text.
- b) Textual criteria deal with the way that the text is held together.
- c) Syntactical language criteria deal with the internal structure of the sentence used.

## **D. General Concept of Media**

Media are important in teaching and learning English since they help both of the teacher and the students. Media can help the teacher to convey and deliver the material being taught easier and more effective. On the other hand, through media the students can be more motivated and the material can deliver more easily and effectively. In this sub chapter, the writer discusses the definition of media and the function of media in teaching-learning process.

### **a. Definition of Media**

Media is something that can help the teacher in delivering the material. The definition of media is defined by Murcia (2001:461), “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.” well. Media serve different role in different context of situation. Nevertheless, the functions of media are to help the message or material is transmitted easily to the learners.

### **b. The Function of Media**

Referring to the arguments related to the role of media in teaching, Murcia (2001:461) states that media help the teachers to motivate the students by bringing a real life into classroom and presenting the language which is more complete communicative context. Media can help the teacher to make students more creative in exploring their ideas and developing the communicative competence into written form. Here some of the functions using media in the language classroom by Murcia;

- 1) Media serve as an important motivator in the language teaching process.

- 2) Media create a contextualized situation within which language items are presented and practiced.
- 3) Media materials can lend authenticity to the classroom situation, reinforcing for the students the direct relation between the language classroom and the outside world.
- 4) Media provide us with a way of addressing the needs of both visual and auditory learners.
- 5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teacher's dialect or idiolect, they can also enrich their language experiences.
- 6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

Media are narrowly viewed as instructional media to include only those any forms of equipments that enable the teacher to deliver knowledge and support the presentation of material so the students will get the meaning easily since the purpose of this study is to investigate the use of media in teaching learning process well.

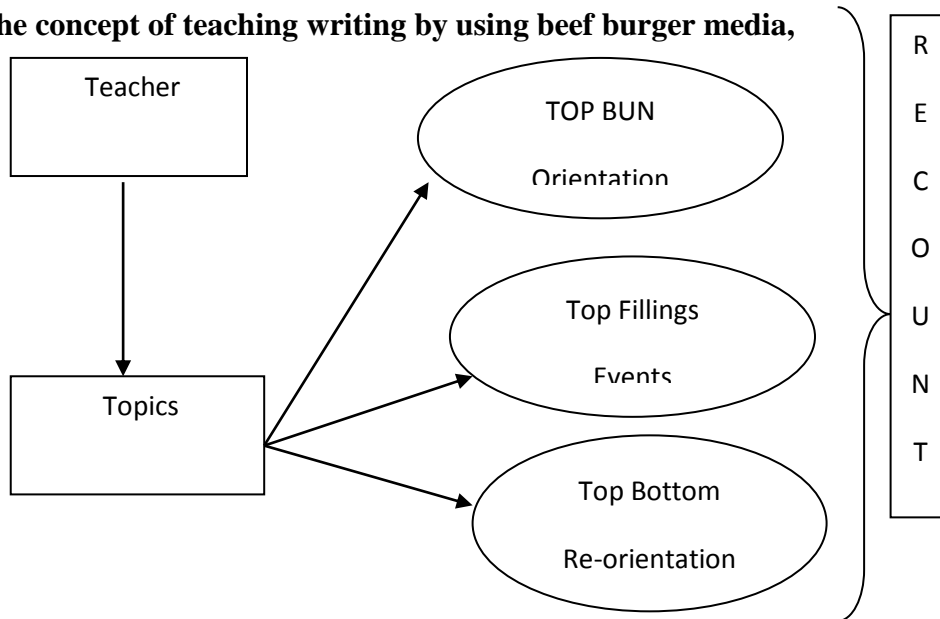
#### **E. Beef Burger**

Beef Burger is one of visual media that can help teacher in teaching recount text especially in understanding generic structure of it. According to Wright (2000) that beef burger paragraph is the bun related to the introduction and conclusion which are similar but not identical. The layers are meat; salad, cheese, and onion represent the factual information.



According to Goodwyn (2002) also says that beef burger with the introduction at the top of burger, the main part of essay as the filling and the conclusion at the bottom.

**The concept of teaching writing by using beef burger media,**



The picture above is a concept of beef burger but The use of beef burger is belong to teachers' creativity who apply it, he can explore his imagination through that media.

**F. Review of Previous Study**

Previous study that related with this study is Nuri Handayani (2013), her research by title “Using Beef burger as media in teaching writing a recount text at junior high school”. This research also focused on teaching writing by using beef burger as media. The result of her research showed that beef burger is attractive and usefully media that can improve students' writing a recount text. From those the researcher said that beef burger can motivate the students in writing skill especially recount text. Beef burger can attract students' attention in

teaching and learning process. Beef Burger so can increase students' confidence in writing recount text; it shows that the students are not cheating other friends. The research is also classroom action research. The result of her research is shows that beef burger can improve students in writing the generic structure of recount text. The gap of this study with other related study about the application of the media. In the previous study, the researcher only used the beef burger as media in delivering the material and showing the real beef burger. She only focused on how to teach the concept of beef burger.

In this study, the researcher use beef burger as media is to deliver the material about recount text. The researcher also showing a mini burger as the example. In this study the researcher let students to explore their creativity the use of beef burger. The researcher gives them some of colourful bubbles which are used in writing recount text. These steps make students enjoy the teaching and learning process and they are more understandable about the material and the use of beef burger as media.