CHAPTER II

REVIEW OF LITERATURE

2.1 Theorical Framework

To conduct a research, theories are needed to explain some concept andtermsapplied in search concerned The terms have to classify to avoid confusion.Therefore,The casification of the concept will be minimized possible misunderstanding between the writer and reader. In order words, they are very important to be explained, so that the reader will the point clearly.

2.1.1 Definition of writing

ln learning Englinsh, there aree four skills that should be mastered those arelistening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. Writing is a difficult skill for some student, andits processes refer to the unification of ideas fro the beginning to the end andthis is useful for writers. As writing has many steps to follow, it is notsolely based on the logic that evokes a different imagination The writing processes need critical thinking to develop the idea as well. A critical thinkershould be alearted that his/her inquisitive nature to write seeks to inquire, judge and evaluated all such sources critically. Once, teachers should promote cognitivechallenge, collaborative learning, and metacognitive discussions in their classesWithout critical thinking, they cannot design instructions transitory, andsuperficial learning (Klimova, 2013) Sopiani, Said, & Ratnawati (2019) arguethat students' higher-oder thinking skills influence the result of writing qualityOther studies show the same concept that critical thinking has an important role inwriting argumentative essays (Widyastuti, 2018: Nejmaoui, 2018: Sabu&Vernandes, 2019: Klimova, 2013).

2.1.2 The Writing Process

When students are writing-for-writing, we will want to lnvolve them in the processe of writing In the real world, this typically involves planing what we are going to write, drafting it, reviewing, and editing what we have writting and then producing a final (and satistactory) version. Many people have thought that this is a linear process, but a closer examinition of how writers of all different kinds are involved in the writing Pocess suggest that we do all of these things again and again, sometimes in a chaotic order. We will need to encourge students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, we will help them to be better writers both in exams, for example, and in their post-class English lives (Harmer, 2004: 113).

From the explanation above, researcher come to a conclusion that writing teaching for junior high school students must be related to curriculum. Furthermore, the teacher must be able to make an interesting teaching especialy in teaching writing. Parents would be very helpful to encourage them to learn writing and finaly the expected resuld can be reached.

2.1.3 Purpose of Writing

Purpose ot a piece ot writing is to express oneself, to provide information, to persuade, or to create a literay work. There are four purposes writers use of writing. When someone comunicates ideas in writing, they usually do so to express themselves, infrom them readers, to persuade a reader to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to persuade the audience.

Your purpose for writing is simply what you are trying to accomplish. There are several different things you may be trying to accomplish in your writing. Choose the one that best suits the paper you are working on now:

- Writing to Rellect means you are exploring personal ideas to make sense of your experience. Example include diaries, journals and autobiogralhical memories. Yoi are trying to communicate your emptions and rraction to others.

- Writing to inforrm means you are communicating factual details about particular topics. Examples include newspaper articels, references books, textbooks, intruction manuals and informative web sites such as goverement or non-profit sites. You are providing definitions, eplaining concepts processes and helping readers understand ideas and see relationships.

- Writing la Persuade means you are trying to convince your readers to accept your position on a particular topic. Examples include research pepers,editorials, adverstisements and some bussiness communications.

- Writing to Evaluate means you are assesing the valiadity, accuracy or quality of information to asses the relative media or something. Empies include reports, critiques and book reviews.

2.1.4 General Concept of Writing

Writing is the most difficult subjeck in the school since the students have to produce a Text by using English. They have to write about what they think intheir mind and state it on a paper by using the correct procedure, Meyers (2005:2)states that writing is a way to produce language you do naturally when youspeak. Writing is speaking to other on paper-or on a computerscreen. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994; 5)states that writing is recursive. It goes back and forth we plan a litle,put words onpaper, stop to plan when we want to say next, go back and change a sentence, orChange our minds altogether

Harmer (2004: b.86) states that writing 1s a process and that we write isoften heavily influenced by contraints of genres, then these elements have to bepresent in leaning activities. Boardman (2002: 1) states that writing is acontinuous process of thingking and organizing. rethingking, and reorganizingWriting is a powerful tool to organize overwhelming events and make themmanageable. Writing is really a form of thingking using the written word. Fromthe defininions above i can conclude that writing is a way to produce langsunge thatcomes from our thought It is written on a paper or a computer screen

2.1.5 Types of Writing Taught in Junior High School

There are many different types of essays you will probably encounter in school, depending on your subject of study. Especially if you are completing your undergraduate prerequites, you will most likely have to write at least a couple of these types of essays. 1 DescriptionText 2. Narrative Text 3. Recount Text 4. Procedure text 5. Report text

2.2 Recount Text

The kids have gone for walks, to the zoo or to the beach for example. Or experienced a pleasant or sad incident, ever? A story about an experience going to a place, or experiencing a sad or pleasant event is called Recount Text. So the recount is a story about someone's experience in the past. Do you understand? Definition of Recount Text Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader. (a text that tells a story, action or activity. The purpose of recount text is to entertain or inform the reader) Or (or) Recount is a text which recounts events or experiences in the past.

2.2.1 Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its purpose is to entertain or informing the reader. Or a text which retells event or experiences in the past.

Writers should remember that while the purpose is to retell they still need to craft their retelling to be interesting to the reader. Rather than retelling every minor detail, the writer needs to select important information or events, and expand on these in an interesting manner. If you were recounting a sports day, you could focus on the place, time, events, and results (which may be appropriate for a report), but to interest, the reader thinks about what would lift this above the dreary detail - What was the highlight of the day for you? How did you feel when you tripped just before the finish line? Did anything funny or surprising occur?

2.2.2 The Purpose of Recount Text

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).In a simple word the purpose of recount text is to retell past experience.

2.2.3 Structure of Recount Text

Generic Structure of Recount Text

√ Orientation   : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

√ Events   : A series of events ordered in a chronological sequence.

√ Re-orientation : A personal comment about the event or what happened in the end.

Example:

A Beautiful Day at Jogja

By: Arsianti Dewi

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There werw many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunc, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.

2.2.4 Characteristicsof Recount Text

The Characteristics / Language Feature of Recount Text:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

2. Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, On Saturday. On Monday, On Sunday).

3. Focus on a specific participant, e.g. I (the writer).

4. Using the conjunctions, such as: then, before, after, etc.

5. Using an action verb, e.g. went, stayed.

6. The passive voice may be used, eg. the bottle was filled with ink (Factual Recount).

2.2.5 Types of Recount Text

There is three type of recount text:first, Personal recount. These usually retell an event that the writer was personally involved in. Second, Factual recount. Recording an incident, eg. a science experiment, police report. And

the last Imaginative recount. Writing an imaginary role and giving details of events, eg. A day in the life of a pirate; How I invented.

2.2.6 Technique in Teaching Recount Text

There is a lot of thecnique that teacher can us to teach student about recount text. To teach recount writing: First, Give the class lots of recounts to read and absorb. As a class brain storm recount writing ideas

Allow the children to practice changing small parts of a good example to get used to writing in this style. Talk through the possible ideas for their own recounts with partners. Have rough drafts (as many as needed). Let the children discuss each stage of the writing process.

2.3 Learning Media

Learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation for learning activities, and even bring about peychological influences on student. Media is a component of learning resources or physical vehicles that contain instructional materials in the student environment, which can stimulate students to learn.Aner S. Sadiman (2014) "Media comes from another langunge and is the plural form of the word medium which literally means intermediary or introduction". According to Gerlach and Ely in Hamdani (2011), media is a human, material, or event that build conditions so that students are able to acquire knowlefge, skills, or attitudes. Teachers, books, texts and the school environment are media.

Acconding to Briggs in Arief S (2014) "Media is anything that can be used to transmit messages from the sender to the recipient so that it can stimulate the thoughts, feelings, concerns and interests of students in sucha way that the learning process occurs.

a. Types of Learning Media

According to Hamdani (2011) that various learning media can be classified based on the following characteristics:

1. Visual media, namely the type of learning media that uses the ability of the eye or sight senses. The message to be conveyed is poured into visual communication symbols.

2. Audio media, is a type of learning media that uses the abiliy of the sense of hearing or ears. This type of learning media produces messages in the form of sound and sound.

3. Audio-visual media, namely the type of learning media that uses the ability of the senses of hearing or ears and the senses of the eyes or sight. This type of learning media produces messages in the form of sound and forms in the form of images.

2.4 Writing Media Wall Chart

Media wall chart is included in the media unprojected visuals. Visual media what is not projected is the media which is simple, does not require a projector and a screen for projecting the device soft. This medium is opaque (non-transparent) then it cannot be reflected on screen. However, this medium is the most teachers use because it is easier manufacture and use. There is Several factors such as lack of electricity, remote areas, insufficient funds are available and equipment, small class groups, causes the teacher to choose the media that is felt practical and simple.

2.4.1 Definition of Wall Chart Media

According to Saadie(2007)''Wall Chart can also be in the from of charts the from of these charts can be described in more varied froms such as: (a) organizational chart (flow) which is a chart that explains the functional relationship between parts within an organization, (b) pictorial chart (painted chart) which is a chart that is accompained by pictures or paintings for exampel in a map an image of the results produced from the area is included (c) comparison or difference chart that shows the comparison or difference chart,namely a chart that shows the comparison or difference of something that is intended with paitings and words, (d) see-through chart, which is a

chart that explains the state of an object, (e) a state chart, which is a chart that explains the state of an object with various sizes, (f) unraveled charts, namely charts that give an idea if something is described, but remains in its original position".

So from the above understanding it can be concluded that the meaning of Wall Chart is a learning media that uses diagrams in the fom of pictures and charts pasted or hung on the wall.

2.4.2 Wall Chart Media

Thorn (1995)in making need Chart Wall media consider several things relate to the presentation, including:

a. Using images that match the theme
b. Give the headline as your Wall Chart identity
c. Choose image that are visually attractive, clear and can be easily understood by studentd
d. Give enough information
e. Identify need before making a Wall Chart so that the Wall Chart that is made is functional

Sudjana (2011) in make media Wall Chart need consider seveal things ralated to the dish, including:

a. The teacher explains the learing objectives
b. The teacher provides material on the element of recount text
c. The teacher and students ask questions about the recount text material
d. The teacher displays the media Wall Chart
e. The teacher explains the displays of the contents of the Wall Chart that will be used as a medium for writing arguments

Sanaky (2009) divides the Wall Chart media into several:

a. Student understand the important points in the Wall Chart media that will be used as a medium for writing arguments
b. Student are given the tasks of making recount text based on observation of the Wall Chart media. Student are given the freedom to determine the

character and disposition, setting, and plot provided on the wall chart media.

c. Student make a recount text framework based on the core that has been obtained from the wall chart media as a basis for developing arguments

d. Student develop a narrative text framework into a narrative text according to their own cretivity based on the information listed on the Wall Chart

e. After the student have finished writing the argument, than evaluate the argumentation material

f. Student and teacher conclude learning to write recount text

2.4.3 Strengths and Weaknesess of Wall Chart Media

Thorn (1995) Media Wall Chart has advantages in media Wall Chart learning. The advantages possessed by this media wall chart are:

1. Focus more on the material presented because is uses chatrs that according to the material.

2. The shape is made attrsctive to foster someone interest.

3. Can be mounted on the wall so that it can be seen at any time.

4. Can be adapted to the material presented.

Thorn (1995)Media Wall Chart there is a shortage in Wall Chart media learning. Disadvantage owned by this media wall chart is:

1. Less familiarity of students and teachers with this method students and teachers are still carried away by habit of conventional methods, giving matter occurs is one direction.

2. Lack of learning time. The teaching and learning process sometimes takes a lot of time. Meanwhile, implementation time the teaching and learning process must be adjusted to the curriculum load.

2.5 Classroom Action Research

A form of research is becoming increasingly significant of language education is action research. This research has been defined in a number of ways. Kemmis and Mc. Taggart (in Nunan, 1993: 17) argue:

Action research is a group of activity and a piece of descriptive research caried out by a teacher in his or her own classroom, without changing the phenomenon under investigation, would not be considered to be "action research". (Kemmis and Mc. Taggart in Nunan, 1993: 17) Best (1981: 12) states, action research is focused on the immediate application, not on the development on theory, nor upon general application. From all definition above, I conclude that action research is an action in research, which can be done by the teacher, researcher, and the teacher with his/her collegue, etc and which involves a group of students to improve learning and teaching process or to enchance the understanding of the students to the lesson.

2.5.1 Characteristics of Action Research

From the definition above we can identify the special features characterizing action research. Discussing the characteristics of action research, Kemmis and Me.Taggart (in Nunan, 1993: 18) acknowledge that, "action researchis a group ofactivity". They also argue that, "the three defining characteristics of action research are that is carried out by practitioners (for purposes, classroom teacher) rather than outside researcher: secondly, that is collabuative and thirdly, that aimed of changing things. Confirming the statement above, Elliot (1998:50) adds, "the central characteristics of action research is the join reflection about the relationship inparticular circumtances between process and product".

2.5.2 Aim of Conducting Action Research

Now days, the new information, knowledge and technology in Indonesia education world grow very fast. It causes the demand of educational service, which must be done by the teachers to improve. Teachers have to solve the problems that face properly. To solve the problems they should not use trial and error methods anymore. They should use an appropriate method such as action research. Elliot (1991: 49) said that, "the fundamentalaim of action rescrarch is to improve practiceralher than to produce knowledge".

2.5.3 Benefits of Action Research

The action research good method that can be used in teaching learning process. There are many benetits of conducting action research.The benefits of conducting action research are:

a. Improving the teachers self cofident because they have more knowledge experience to solve problem.

b. Helping the teachers to understand the essence of education empirically nottheorically.

c. Developing curriculum.

d. More effective when we compare with other training, and

e. Improve the research tradition among teachers

(Elliot, 1998: 52)

2.5.4 The Steps in Action Research

Talks about the steps in action research means discussing the ways toconduction action research. Strickland an Allwright and Bailey (1991: 44) claimsthat the steps in action research are:

a. Identifying an issue, interest or problem

b. Seek knowledge

c. Plan and action

d. Implementing the action

e. Observe the action

f. Reflect on your observation

g. Revise the plan

Similar to the Strickland's idea, Elliot (1991: 72-76) states that theacivities in action research are:

a. Identifying and classifying the general idea

b. Reconnaisance

The activity can be sub divided into:

a. Describing the facts of the situation

b. Explaining the facts of the situation

c. Constructing the general plan

d. Developing the next action steps

conceptual frame work

WRITING

RECOUNT TEXT

WALL CHART MEDIA

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