CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 *Definition of Writing*

Writing is a form to express an idea, thought, and feelings. Based on Wijayatiningsih (2013:564) Writing is a product concept from the writer's command of grammatical knowledge which can be developed from the teacher's manipulating and imitating models. Writing is a skill of everyone which can do by practicing, such as stringing a word into a sentence up to a paragraph. The presence of writing a person can also convey an idea or information indirectly. Widiati and Cahyono (2006:139), says writing is one of the four language skills, to support the other language skills, and many believe that writing is the most complex of the three, there are listening, speaking, and reading.

According to Ningrum. et. al. (2013:2), writing is a complex to learn and to teach because it needs many skills. Before doing and making a good writing, the students need to gather much information by listening to other people, doing the discussion with other, and reading more books. By writing, the students can deliver their messages to their readers. The ability to communicate includes listening, speaking, reading, and writing.

Based on Aprilia. et al. (2015:1), there are four language skills for the students to be mastered when they learn English, there are listening, reading, speaking, and

writing. These skills are divided into two kinds which are receptive skills and productive skills. Receptive skill is speaking and listening while productive skills are speaking and writing. As a productive skill, writing cannot be underestimated in the process of teaching and learning in the classroom. It means that writing is an activity which the students should be poured ideas, feeling, and thoughts form to communicate with themselves and other people in the world.

Sarwanti (2013:80), she found writing is the manner of the writer in telling and delivering the readers about something or someone, the manner of writer way of describing the various emotions, expressions or writers' ways of visualizing imagination, emotions, and feeling through graphic symbols and punctuation.

Meanwhile, Marz and Muhamad (2013:683) states that writing is one of the basic skills that should be mastered by students in learning English. In the classroom, the students should be learned and practice to measure the ability of the language. However, writing is not an easy skill. There are several stages that should be passed to achieve a good writing.

From the explanation above, I conclude that writing is one of important skill in learning English. Students should know how to develop and enhance ideas into sentences, and how to organize them. The low of knowledge of something will be difficult to write. The problem is that they begin to write with experience, ideas, feelings or anything happens in everyday life.

It can be concluded that the students' ability to express ideas, thoughts, feeling in their written text is to make them understand the ideas conveyed. Accordingly, it is an activity to record symbol in written language to express writer' idea, thoughts, and feeling.

2.1.2 Writing Process

In the context of language teaching, the process model of writing comes farther than writing, and it is considered to be the antithesis of an overly harsh approach (Widiati and Cahyono 2006:141). Writing needs planning and modification into many aspect such as; choosing the words, grammar, and unity between sentences with the topics in paragraph (Wijayatiningsih 2013:564).

Based on Wirawati. et al. (2013:141), process in writing is very important for the students. Through the process, the students can maximize their writing potential to produce a good writing. He argues that students convey their message through the complex writing process; prewriting, drafting, revising, and editing.

Writing process is divided into the following six steps, there are preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising (Yan 2005:20-22).

a. Preparation

Teacher begins preparing students to write by defining situations that require written text and placing them in a particular genre. It activates the schemata and allows students to anticipate the structure of this genre.

b. Modeling and reinforcement

In this step, the teacher introduces the genre model and allows students to consider the social goals of the text, including the students.

c. Planning

At this stage many activities are meaningfully active in student schemes on topics, including brainstorming, discussion, and reading of related material. The goal is to help students develop an interest in the topic by connecting it to their experiences.

d. Joint development

During this stage, which will then facilitate the preparation of self-help, teachers and students work together to begin writing text. While doing so, teachers use the process of writing brainstorming, composing, and revising. Students contribute information and ideas, and teachers write generated text on the board or computer. The final draft provides an example for students to refer to when write down the result of thought.

e. Free development

At this point, the students have examined the text model and have compiled the text into the genre. They are now doing the task of putting together their own text on related topics.

f. Revise

Students will eventually have a draft that will undergo final revisions and edits. This does not mean the teacher collects all the documents and marks them one by one. Students can examine, discuss, and evaluate their work with colleagues

publishing student work, which will give the impression that they are achievers and motivate students to become better writers.

2.1.3 The Reasons for Writing

According to Azizah (2013:36), the students have an interesting set goals for writing that include the following points:

a. For pedagogic purposes, to help students learn the system of language.

b. For assessment purposes, as a goal of composing a learner's progress or proficiency.

c. For real purposes, as a learning objective, to meet the needs of students.

d. For creative purposes, to develop students expression

e. For the purpose of classroom management, as a calm activity that calms the students.

f. For educational purposes, contribute to develop of self appreciation and confidence.

2.1.4 Guided Writing

Guided writing technique is an important tool for helping students to become better writer. In order for students to become better writers, they need to be taught how to write. In other words, they need a guided to improve their writing skills. Barnes (2006:81) state that guided writing technique is very important classroom tool for helping students to become better writers. He states that help is given in thinking through ideas, ordering, considering vocabulary and grammar,

cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them to get on with it. Therefore, based on Barnes 2006:123 guidance writing technique gives students an opportunity to become a better writer by:

1. Actively encouraging the students to follow a series of preparatory steps and exposing them intensively to writing.

2. Making them more aware of that preparation process trough guidance which can be done more independently and transparently in the future.

3. Expositing them to a variety of interaction types

Guided writing involves teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity. The learners have been looking at how conjunction are used to contrast and compare ideas.

2.2 WhatsApp

WhatsApp is a smartphone aplication for instant messaging. The smartphone application that operates like the type of device and operating system (Bouhnik and Deshen, 2014: 217). WhatsApp application like short message service (SMS) can send massage, but WhatsApp has more advantages. Jumiatmoko (2016: 52), supports whatsApp is an instant messaging technology such as short message service to help

and more interesting internet support features. Whatsapp can send and receive messages to and individuals and groups. WhatsApp can send text messages, pictures, audio files, send video files, but also links to addres, and can change the appearance of images in individual profiles.

Jumiatmoko (2016: 52), states that potential implementation of Whatsapp to be a learning tool. Kweldju and De Alex (2013: 72) supports face-to-face learning and online learning finds on social, cognitive, and display. The use of Whatsapp is to deliver materials as a class or face-to-face and e-learning using electronic media learning. Whatsapp, as a relatively new tool in education, has similar positive characteristics as previous technological tools that implemented, such as facebook group, Email, SMS, and twitter.

WhatsApp is relatively a new medium, regarding it many characteristics which contribute to the learning process, such as encouraging communication, are common to all the platforms. Limited research of WhatsApp exists regarding its influence on interpersonal communication, and between high school and their students in particular. An examination of the use of WhatsApp on 2013 in a South African university class registered positive feedback from students who claimed it was on easier way to communicate with their teachers and the rest of class, that it was productive of fruitful discourse on relevant issue in an informal environment where students could learn intimately and authentically, and that it was also fun, this is revealed by Bhounik and Deshen (2014:13).

WhatsApp is application that can help the learning process in the classroom, the positive impact for the teachers and students except to utilizing the internet are learning with new media, it makes the students do not feel bored, makes learning process interesting more.

2.3 Definition of Recount Text

For Junior high school level, there are 13 types of monolog text that must be taught. One of them is recount text. Al-Hafizh and Mulyani (2012:226) say recount text not only can be found in school but also in real activity. There are many examples of familiar recount text type. First, newspaper and magazine which report news that happen in the past. Second, later about someone, experience are sent to his/her family, friends. Third, entry biography or autobiography of writer. Finally, diaries that retell the writers experience.

According to Fitri and Al-Hafizh (2013:244) recount text is very important to be learned for students at school because the students have to learn it in two semesters respectively. Meanwhile, according to curriculum of 2013, they have to learn it in the first and second semester of the eight grade. According to the curriculum of 2013, recount text is one of the types of text that must be mastered by Junior High School students. There are many things for example improving vocabulary or to identify an event. Recount text is taught at the first and second semester of grade eight. Referring to the English language of curriculum of 2013, the purpose of writing for junior high school is the encouragement of students writing some kind of text in functional text

form, there is an announcement, an latter, invitation. The students also make five monologue texts such as procedure, descriptive, recount, narrative, and report.

2.3.1 The Kind of Recount text

According to Sari. et al. (2013:4), recount text consists of three types, such as personal recount, factual recount, and imaginative recount. Firstly, personal recount means telling about the writer's personal experience. Secondly, factual recount is an actual event report, such as a science experiment report, a police report. Thirdly, imaginative recount is making imaginative stories and write down events or events that have occurred. The research would use personal recount, the students would write about their experience.

2.3.2 The Purpose of Recount text

The purpose of recount text is to entertain or to inform the reader. According to Sugeng and Zimah (2007:44) recount text has social function or retelling events for informing or entertaining the reader.

Based on the explanation above, it can be said that the purpose of recount text is to entertain the reader from various writer experiences.
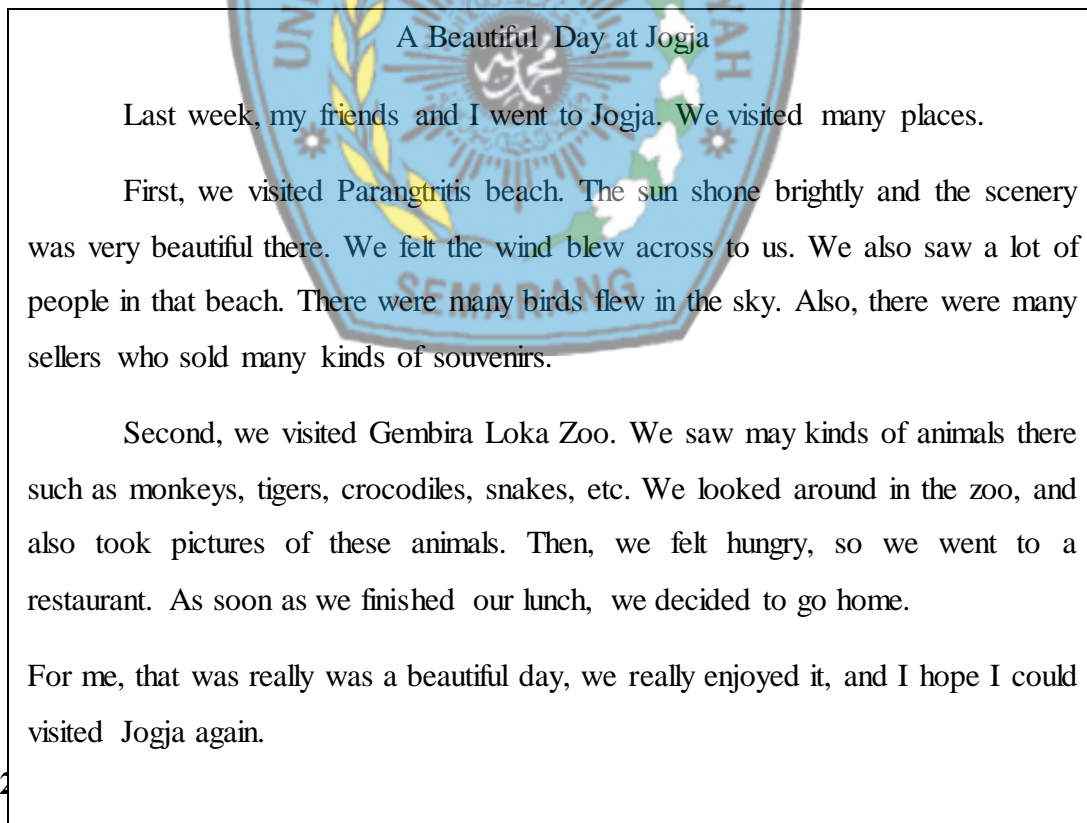
2.3.3 The Generic Structure

According to Sugeng and Zaimah (2007:44) the generic structure of recount text are, orientation (tells who were involved in the story, when, where, and why the story happened), events (tells what happened in chronologies order), re-orientation (concludes the experience).

2.3.4   *Language Features of Recount Text*

Sugeng and Zaimah (2007:44, state that language features consist of the use of action verb, the use of past tense, the use of time conjunction, the use of verb and adverb or phrases, and use adjectives.

Based on the explanations above, I conclude that the the learner has to know the language features of recount text: use action verb, past tense, time conjunction, using verb and adverb or phrases, and adjectives. In conclusion I choose personal recount text which can be seen from this figure bellow;

Figure 2.1 The Example of Recount Text

A Beautiful Day at Jogja

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 were 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 may kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in the zoo, and also took pictures of these animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was really was a beautiful day, we really enjoyed it, and I hope I could visited Jogja again.

The teacher at school has responsibility to educate and assist for the students in learning process in the classroom. The teachers use the internet for learning process, one of the application is WhatsApp. This application uses an internet network connection. Using WhatsApp many activities, such as talking online, sharing files, send pictures, audio, and video.

The students apply the media WhatsApp in learning writing which has been created by their teacher. Group chat only consists of one class involved. Group is made for sharing and collecting tasks.

Steps of writing using WhatsApp the following:

1. In the learning process the first thing a teacher does is explain the material to be learnt, then the teacher delivers the material. In this research the teacher and the students learn the material about recount text.

2. The teacher asks the students to create a recount text, the theme is the experience or events in students life. When the students write a recount text, the students can write it in Microsoft Word first before uploading into WhatsApp group.

3. When the students' task can be uploaded into WhatsApp group, the results have been uploaded into WhatsApp group, the other students are allow and must to provide comments.

4. The final of the lesson is the teacher gives an evaluation of today's learning.