

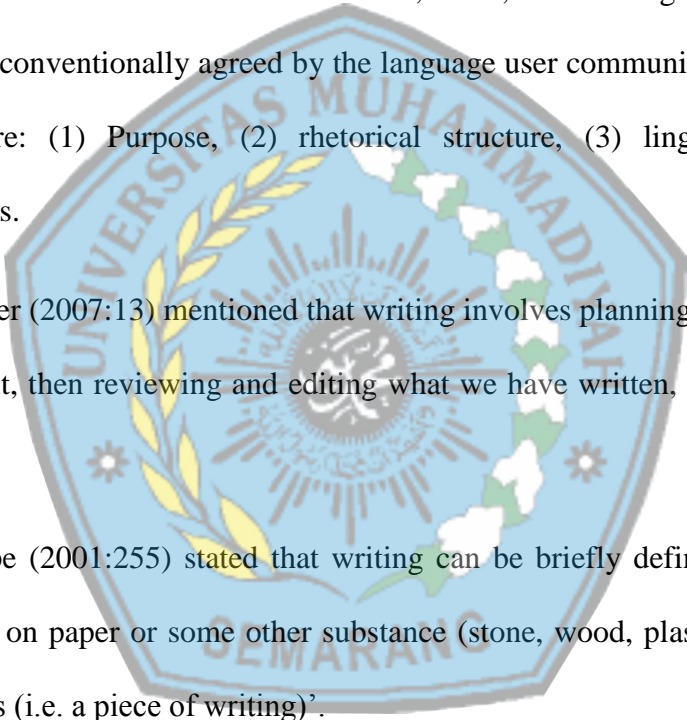
CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. The Meaning of Writing

Pardiyono(2007:2) stated that writing is a process of sharing information, message, or ideas in grammatically correct sentences. The information, ideas, and messages are wrapped in the form of text which is conventionally agreed by the language user community about some criteria with them. They are: (1) Purpose, (2) rhetorical structure, (3) linguistic realization or grammatical structures.

In addition, Harmer (2007:13) mentioned that writing involves planning what we are going to write. First, drafting it, then reviewing and editing what we have written, and producing a final version.

According to Pope (2001:255) stated that writing can be briefly defined as the activity of making verbal marks on paper or some other substance (stone, wood, plastic, computer screen, etc.); also what results (i.e. a piece of writing)'.

From the explanation above, it can be concluded that writing is a process of creating written text that obtains ideas, feelings, thoughts, and desires to other persons.

2.2.The Steps of Writing

Writing is one of the language skills that should be acquired in learning a language. Writing also means a process of communication that conveys ideas and opinion in a written form which suggests that the writer and readers should have similar understanding of what is written. The writing process is intended to provide a step by step model for writing (Carol Ann Tomlinson, 2008 : 181).

The writing process involves a series of steps to follow in producing a finished piece of writing. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing. **Steps in the writing process are :**

1. **Pre-writing** is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.
2. **Drafting is to allow** students to create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.
3. **Revising is to let the** students to review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.
4. **Editing in this step**, the students proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another students' feedback in this stage is helpful.

5. **Publishing is the** last step of the writing process, the final writing is shared with the group.

Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online (www.liferichpublishing.com/AuthorResources/General/5-Step-WritingProcess.aspx)

According to Harris (2001: 13) there are five criteria of good writing, they are:

- a. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.
- b. Form: writing should contain logical or associative connection and transition which clearly express the relationship of the idea described.
- c. Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical form and synthetic pattern.
- d. Style: writing should engage its reader through original insight and precise.
- e. Mechanic: writing must use good spelling and punctuation.

From the definitions above, it can be understood that writing is a process of expressing and organizing ideas in the mind into a written form. In writing activity, it involves students' thought and feeling. They can write anything freely on their paper, but keep paying attention to the rules and structures in writing. Hence, writing is often regarded as a complicated skill. Nonetheless, it does not mean that it is difficult and cannot be done by the students. Everything needs a process of learning, likewise in writing. To make a good composition, students just need a lot of practice and the teacher guides them.

2.3. Writing Skill

In learning language includes English and other ones, the students have to require four language skills, such as reading, speaking, listening and writing which each skill connects one another. From all those skills, writing is the most difficult one. The reason is cultural differences. The writers have to understand about cultural and social context of using the language according to its background.

In this case, English cultural context creates several text, called as genre, which has their own characteristic and purpose. According to Ministry of National Education (2013:44), it is mentioned that standard of competence for writing skill is expressing the meaning by developing the right rhetorical in writing text as narration, explanation, discussion, commentary, and review with variation structures of modification. In writing a readable and logical text, the students have to apply several strategies bellow:

- a) Reading for many kinds of text.
- b) Brainstorming to collect ideas.
- c) Using semantic mapping to find out specific ideas in writing.
- d) Viewing the ideas in writing from any directions.
- e) Making the lists.
- f) Correcting the result
- g) Using vocabulary which is found from any sources (Ministry of National Education, 2013: 53)

2.4.Recount text

According to Anderson and Anderson (2002:3), recount text is a text which lists and describes past experiences by retelling events in the order in which they happened (chronological order).

Furthermore, Anderson and Anderson (2002:50) stated that recount is a piece of text that retells past events, usually in the order in which they happened; it could be speaking or writing. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

In addition, Knapp, P. & Watkins (2005:135) says that recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts is written to retell events with the purpose of either informing or entertaining their audience (or both).

Recount is typically tells entertainment by dealing with a sequence of events that establishes a relationship between a writer or reader and speaker or listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that is used in recount text is past tense. The social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports (Hyland, 2008: 29).

According to Anderson & Anderson, (2002:48), there are three kinds of recount text as follow;

- a) *Personal recount* is retelling of an activity that the writer or speaker has been personally involved (e.g. oral anecdote, diary entry).
- b) *Factual report* is recording the particulars of an incident (e.g. report of a science experiment, police report, and news report).
- c) *Imaginative report* is taking on an imaginary role of giving details of events (e.g. a day in the life of a Roman slave; how I invented....).

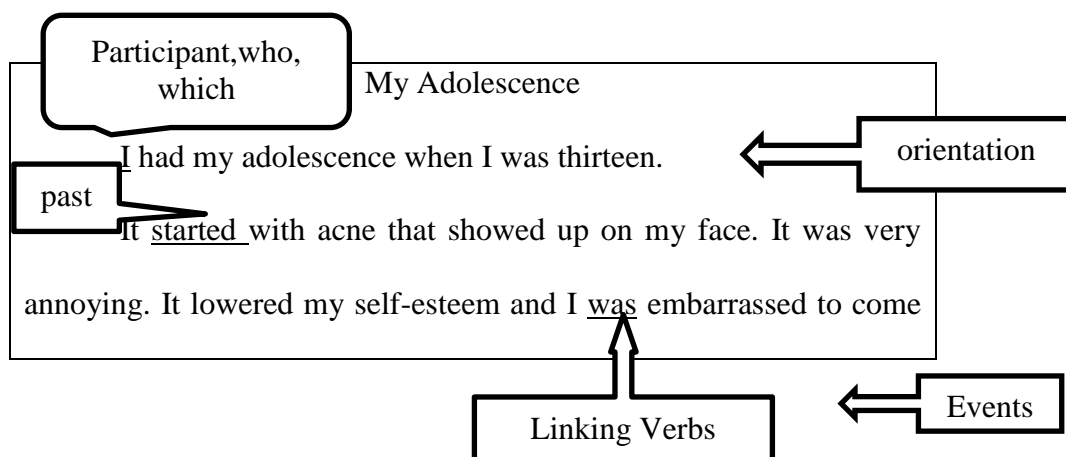
Moreover, Fadlun, (2011:98) stated recount text relates to past tense, adverb of sequence time, ordering adverb (first, then, next, finally, etc.), personal pronoun (he, we, they, etc.).

Anderson & Anderson (2002:87) stated there are two characteristics of recount text :

- 1) Recount text uses descriptive words to explain the events in detail there are : who, what, where, when, where, and how.
- 2) Recount text uses proper noun to identify everything involved in recount text.

Although there are many types and characteristics of recount text, the researcher only takes personal recount text in her research. The researcher wrote an example of personal recount text as follows:

Figure 2.1 Example of Personal Recount Text



out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

Events

Reorientation

Taken from: <http://www.englishindo.com/2014/03/recount-text-full-materi-contoh>.

From the explanation above it can be stated that recount text deals with series of events that retell about something happened in the past. It is needed to be taught to tenth grade students of Vocational High School because it is one of the requirements in the curriculum. At this level, students are expected to be able to write a text in the form of recount. However, students often face difficulties in writing carrying out the task.

2.5. Textless Comic as a Media of Teaching

2.5.1. Comic

Edmunds (2006: 1) stated comics are part of print in the information society. Comics are a pervasive and influential media form of popular culture. For many years comics were only regarded as recreational reading, but comics become more accepted as a legitimate form of art and literature and they are making their way into classrooms.

Moreover, comics present language in action. They help improve reading development for learners struggling with language acquisition, as the illustrations provide contextual clues to the meaning of the written recount (Edmunds 2006:1). Adaptations of literary works in comic format can be useful in English classes. Children can learn story elements through reading comics. Almost always fiction, comics are useful for introducing concepts such as recount structure and character development (Grant, 2006: 1). Like novels, comics and graphic novels have a beginning, middle, and end as well as a main character or characters that develop through conflicts and the story's climax. The availability of suitable comics for classroom use is still limited.

In conclusion, comics is a text conveys a message either politics, science, social or romance. The main factor of comic is to give the information in an interesting way. It can attract the elementary students and human in common to read. After reading they try to make a story by imitating the rule of writing comics.

2.5.2.Roles of Textless Comic

Even before a child is ready to read text, sequential art can give them practice in making meaning from material printed on a page, tracking left to right and top to bottom, interpreting symbols, and following the sequence of events in a story. Sequential art provides plenty of opportunity for connecting the story to children's own experiences, predicting what will happen and inferring what happens , just as they would do with a text story.

Many adults begin with superhero textless comic books as children and never stopped enjoying reading it. Textless comic book readers feel a sense of ownership, collect comics and join fan clubs (Comics,2007: 5).

From the points above, it can be concluded that textless comic is very useful in learning the English language. Teacher and learners are helped by using this media to achieve the learning goals.

2.6. Make a Match as a Method of Teaching

Make a match method is one of the methods which is introduced in cooperative learning. This method lets the students work together to learn and share their ideas to their teammates.

This method was conducted in this study because the researcher wanted to improve the students' achievement in writing recount text by using this method.

Make a match method is the right method to be applied to the students in writing class. The application of this Make a Match Method are: 1) Teacher prepared some cards that contain several concepts or topics were appropriate for review sessions, one about the card section and other parts of the answer cards. 2) Each student received a card. 3) Each student thought of an answer or question of cards held. 4) Each student found a partner who had a matching card with the card (about the answer). 5) Each student was able to match the cards before the deadline given points. 6) After one round of cards, it was disturbed again each learner got a different card than before. 7) It was repeated until the learning was complete. 8) When it was finished, the students made a conclusion together.

In teaching recount text, make a match technique is considered as the appropriate technique. Suprijono (2010:98) stated that by using make a match technique, the students will get attracted and pay more attention to the teachers. They will not feel bored and afraid of making mistake to write. Moreover, the teachers can minimize their difficulties in leading their students to write

since the technique is applied. In this study, the researcher tries to observe and find out the effectiveness of using make a match technique in teaching recount text.

2.7. Teaching Writing of Recount Text through Textless Comics and Make a Match

Comics can foster language development in various ways. According to Stephen Cary, a second language learner specialist, “Comics provides authentic language learning opportunities. The dramatically reduced text of comics makes them manageable and language profitable for even beginning level readers” (Starr, 2004:43).

Readability makes comics attractive to students. The language used in comics is language used in every day conversations. Comic speech and thought are reported directly. The language in comics is usually personal and brief. This is in general much simpler than it is in conventional literary texts. Comics are ideal for comprehension work, as well as teaching punctuation. The contents of the bubbles is usually direct speech and this can teach learners what direct speech entails (Fenwick, 2008: 142). Comics can expand a child’s vocabulary by giving contexts to words that the child would not normally have been exposed to (Grant 2006:123). Comics can enhance second language learning. Comics present language in action. They help improve writing development for learners struggling with language acquisition, as the illustrations provide contextual clues to the meaning of the written recount (Edmunds 2006).

Therefore, adaptations of literary works in comic format can be useful in English classes. Students can learn story elements through reading comics and then try to write a recount text. Almost always fiction, comics are useful for introducing concepts such as recount text structure and character development (Grant, 2006: 1).

Like novels, comics and graphic novels have a beginning, middle, and end as well as a main character or characters that develop through conflicts and the story's climax. The availability of suitable comics for classroom use is still limited. It takes careful planning and consideration to choose comics for educational purposes. A teaching recount text through comic book can be an innovative way to attract students to write.

To encourage students to make a transition from comics to other traditional reading materials, comic books are shelved between other reading materials. Comics are a way to begin to convince students that teacher does have something to offer them in building students' response in learning.

Besides using textless comics, the researcher used cooperative technique used in learning process in this research, it was make a match, the researcher divided the students in groups. The students were put in two groups, A and B, each of the students of the group got one card (subtituded by picture of comic). Group A brought the questions (topic) cards (picture of comic); while B group brought the answers (simple description) cards (picture of comic). When they were ready to start, the teacher asked them to face each other cards (picture of comic). After that, she rang the whistle as a sign that they had to find their matches as soon as possible. When they already found their matches, they reported it to the teacher and if they were right, the teacher asked them to compose longer paragraph well.

Based on theoretical and conceptual framework, it would be predicated that students' skill on writing recount text would be better and their vocabularies would be increased by using textless comics and make a match method.