CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

The previous research is the thesis entitled *The Use of Diary Writing in the Teaching of Writing Recount Text (An Experimental Study at the Eighth Grade Students of SMP Nurul Islami Mijen Semarang in the Academic Year of 2009/2010)* written by I'in Ainatuz Zahiroh, (English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010).

The researcher said that, the main objective of this study is to find out the effectiveness of the teaching of writing recount text with the use of diary writing. After the research finished, she said that there is a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The hypothesis is accepted. Based on the result, the researcher concluded that diary writing is effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing.[1]

The second previous research is the thesis entitled *The Effectiveness of Using Chain Pictures in Teaching Writing A Recount Text (The Case of the Eight Year Students of SMP N 1 Demak in the Academic Year of 2007/2008)* written by Dyah Maya Sari (Language and Art Faculty of State University of Semarang, 2008).

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[1] I'in Ainatus Zahiroh, *The Use of Diary Writing in the Teaching of Writing Recount Text* (Semarang: Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2010), unpublished thesis.

She states that the students usually get difficulties in doing writing because it requires their creativity in developing their feelings and ideas, and chain picture are very interesting media that can help students arrange the story.

In this study, she attempted to offer the chain picture to be used for teaching writing a recount text. She tried to compare between students who are taught writing a recount text by using chain picture and those who are taught by using a conventional method. The result of this research shown using chain pictures was more effective than teaching writing using a conventional way.[2]

The first previous research is from I'in Ainatus Zahiroh, her research is experimental research. For the experimental class, she used diary for students and the other class she did not use diary. The second is from Dyah Maya Sari, she used chain picture as media.

The similarity between their researches with my research is that the research focus is writing skill in recount text. Then the differences between their researches with my research are the first researcher used dairy and the second researcher used Chain Picture but I used personal letter as the teaching media.

The other differences are they hold the research in different participant and setting. I'in Ainatus Zahiroh is in the Eighth grade students of SMP Nurul Islami Mijen Semarang in the academic year of 2009/2010 and Dyah Maya Sari is in the eight year students of SMP N 1 Demak in the academic year of 2007/2008. But I will hold the research with the tenth graders of MASS Proto Pekalongan in the academic years of 2011/2012.

B. **Literature Review**
   1. **Personal Letter**
      a. **Definition and General Theories of Personal Letter**

         "Letter is a piece of paper or more that used as a communication tool to deliver the statement or information in written form, from one

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[2] Dyah Maya Sari, *The Effectiveness of Using Chain Pictures in Teaching Writing a Recount Text*, (Semarang: State University of Semarang, 2008), unpublished thesis.

person to another."[3] It is usually contains of feeling expression, private thing, and important thing. Concerning to Jose, personal letter is a way to send message in written form.[4] There are many types of personal letters, and they are written for a wide variety of reasons. And personal letters also known as friendly letters.

Furthermore, personal letter is a type of friendly letter which provides communication between a small numbers of people, usually two. It contains of feeling expression, private things, and important things as a way to communicate and allows a person to leave a message and to keep in touch.

b. **Function of Personal Letter**

Letter is a statement, which is written on a piece of paper or more. It contains feeling expression, private thing, and important thing. It has functions as written form communication, documentation, historical, remainder, guidelines to take decision, safety information, vice of organization, as a way to easy the archival matters work and announcement.

Besides as a mean of written communication, letter is useful as representative of organization or individual. Letter is the written note that cannot be changed fully by oral communication. So, personal letter is used in personal relationship.

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[3] Adlan Ali and Tanzili, *Pedoman Lengkap Menulis Surat*, (Jakarta: Kawan Pustaka, 2006), p. 1.

[4] Yose Rizal*, Komponen-Komponen Dasar Korespondensi,* (Semarang: Aneka Ilmu, 2003. p. 2.

c. Parts of Letter

As written communication way, letter consists of main part of the letter. Generally, the main part of letter consists of heading, the salutation, the body of letter, the complimentary close and the signature.

1. Heading

    Heading is put at the right or the left side of the paper. It is Includes the address and the date, for example:

    a. The address:

        15 South Cedar Street

        Boston Massachusetts 02214

    b. The date line:

        The date line is put at the right or at the left side of the paper under the heading. Usually the date is written in a letter. There are alternative ways of writing the date, for example:

        February 1, 2012

        1 February, 2012

2. The salutation/ greeting

    The salutation is greeting. A comma follows the follows in personal letter. The salutation begins at the left hand margin. The following are typical salutations in friendly letters. For example:

    Dear Mother,

    Dear Uncle Hadi and Aunt Dita

    Dear Miss Dita,

    Hello,

3. The body of letter

    The body of letter usually consists of at least three paragraph, they are:

a. Opening paragraph

   Opening paragraph is a paragraph where the writer starts to write down some words before him going to the main paragraph or content of letter.

b. Content of paragraph

   The second is the main paragraph, where the writer starts to write down the topic. It may consist of two or more paragraph.

4. The closing

   There are several forms to choose for the closing of a friendly letter. Each one has slightly different meaning use the one best convey what is meant. Only the first word of the closing is capitalized. The closing is followed by comma. The examples are:

   Sincerely,

   With love,

   Yours truly,

   Your friend,

5. The signature

   The sender's name should be signed. We may sign with our full name or nick names. There is no punctuation after the signature. He is the example of the place signature.

   Your friend,

   Dita

Here is the example of personal letter: [5]

<table>
<tr><td colspan="2" align="right">February 1, 2012   }Date</td></tr>
<tr><td colspan="2" align="right">Dear Mom,   }Greeting</td></tr>
<tr><td>This is just to let you know that my classes were going very well this semester. I was taking four course-English, business math, history, and economics. My favorite was business math. The teacher was very interesting, and I like my classmates.</td><td>}Message/
Body</td></tr>
<tr><td colspan="2" align="right">Love,   }Closing</td></tr>
<tr><td colspan="2" align="right"><i>Sue</i>   }Signature</td></tr>
</table>

2. Writing Skill

a. Definition of Writing

"Writing is functional communication, making learners possible to create imagined worlds of their own design."[6] Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a

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[5] Margaret Bonner, *Step into Writing, A Basic Writing Text*, (New York: Addison-Wesley Publishing Company), p.3.

[6] Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps.

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page. It is a means of communication. Whenever the writer want to write, he has to knowing the audience or reader, it will help in reaching the the goal of communicating clearly and effectively.[7] Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought. Finnochiaro says that writing has been characterized as written thinking.[8] It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

b. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write.[9]

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[7] Alice Ochima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, P. 2.

[8] Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 86.

[9] Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.85.

There are two types of writing:[10]

1. Practical Writing

    This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

    This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

c. **Purposes of Writing**

    According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:

1. Informative

    It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative

    It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

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[10] Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.86

3. Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.[11]

d. Writing Process

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.[12]

a. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.[13]

b. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a

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[11] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.

[12] Karen Blanchard and Christine Root, *Ready to Write,* (New York: Pearson Education, Inc, 2003), 3rd Ed. p. 41.

[13] Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

core circle, while the ideas are spread around.[14] There are the steps of clustering process:

1. Write our topic in the center of a blank piece of paper and draw a circle around it.
2. Write any ideas that come into our mind about the topic in circles around the main circle.
3. Connect those ideas to the center word with a line.
4. Think about each of our new ideas, and then connect them.
5. Repeat this process until you run out of ideas.[15]

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph.[16] As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

a. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
b. Stick the topic does not include information that does not directly support the main idea.
c. Arrange the sentences so that the other ideas make sense.
d. Use signal words to help the reader understand how the ideas in your paragraph are connected.[17]

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[14] Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

[15] Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

[16] Karen Blanchard and Christine Root, *Ready to Write*, p. 43.

[17] Karen Blanchard and Christine Root, *Ready to Write*, p. 43.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.[18]

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

a. Add new ideas to support the topic.

b. Cross out sentences that do not support the topic.

c. Change the order of the sentences.

d. Using the following checklist to revise your paragraph.

1. Make sure you have a topic sentence.

2. Cross out sentences that do not relate to the main idea.

3. Check to see if the sentences are in the right order.

4. Add new ideas if they support the topic sentences.

5. Make sure you have included signal words to help guide the reader.

6. Check the punctuations, spelling and grammar.[19]

e. **Requirements of Good Writing**

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is

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[18] Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 5.

[19] Jeremy Harmer, *The Practice of English Teaching*, p. 44.

a group of sentences which contain relevant information about one main or central idea".[20]

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things. They are:

a. Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.[21]

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1. Content   : the substance of writing, the ideas expressed.
2. Form   : the organization of the content.

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[20] Barli Bram, *Write Well Improving Writing Skills*, p. 13.

[21] Barli Bram, *Write Well Improving Writing Skills,* p. 20-21

3. Grammar : the employment of grammatical form and syntactic patterns.

4. Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.

5. Mechanic : the use of graphic conventions of the language.[22]

f. Writing Skill

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain <u>independence</u>, <u>comprehensibility</u>, <u>fluency</u> and <u>creativity</u> in writing.

Independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

g. Improving Students' Writing Skill

Improvement in Oxford Learners Pocket Dictionary is the process of becoming or making something better.[23]

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[22] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFE Yogyakarta, 2001), p. 306.

[23] Oxford, *Oxford learners pocket dictionary*, (New York : Oxford University Press, 4th Edition, 2008), p. 216.

Students are person who is studying at a college or university, person studying at secondary school, and any person interested in a particular subject. The improving students' writing skill can be done if there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant; as a result, the students' knowledge and skill can be improved. In this study, personal letter is an aid that uses to improve students' writing skill in recount text.

There are some factors that can influence students' writing skill:[24]

1. Limited vocabulary
2. Difficulty in organizing to write about something
3. No motivation to write
4. Lack of confidence in grammar

Those are the problems that mostly faced by students in writing. As a teacher, it is important to help the students when they get problem. When teacher can play their role, the students will be helped in their writing. The improvement of students' ability in writing skill can be seen by look at the differences or raising the students' ability in those factors.

3. **Teaching Writing Skill**

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing for learning role where

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[24] Barli Bram, *Write Well Improving Writing Skill*, p. 25-62

students write predominantly to augment their learning of the grammar and vocabulary of the language.[25]

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

a. **Implications for Learning and Teaching**

A consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication media-is not only of academic interest. It also has implications for the way we teach writing.

Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink.

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[25] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Ltd, 2004) P. 31

The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the rather than the how of text construction. Product approaches expected the student to only analyze texts in term of what language they used and how they were constructed.[26]

b. **Strategy for Writing Teaching Process**

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

1. **Get students to plan writing**

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.[27]

2. **Encourage students to draft, reflect and revise writing**

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may

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[26] Jeremy Harmer, *How to Teach Writing*, P. 11

[27] Jeremy Harmer, *How to Teach Writing*, P. 11

want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finishes product.

3. Respond to students' writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, will other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome

alternative to the teacher's feedback as well as offering a fresh perspective on the writing.[28]

4. **General Concept of Text**

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning.[29] In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.[30]

According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.[31] Human beings are different from other creatures that live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions; it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

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[28] Jeremy Harmer, *How to Teach Writing*, P. 12

[29]. Mark Andersons and Kathy Andersons, *Text Type in English 1-2*, (Australia: Mac Millan Education, 2003), p. 1.

[30] Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 3-4.

[31] Rudi Hartono, *Genres of Text,* (Semarang: UNNES, 2005), p. 4

Halliday and Hasan said that a text is a social exchange of meanings.[32] The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, the teacher must be able to develop students' abilities to exchange the meanings in different points of sentence.

5. **General Concept of Genre**

   a. **Definition of Genre**

   "Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose".[33] The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

   b. **Kinds of Genre**

   There are fifteen types of genre text, they are:

   1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

   2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

   3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.

   4. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

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[32] M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984) p. 11.

[33] Rudi Hartono, *Genres of Text*, p. 4.

5. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

6. Spoof is a kind of genre used to retell an event with a humorous twist.

7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

10. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

11. Discussion is a kind of genre used to present (at least) two points of view about an issue.

12. Description is a kind of genre used to describe a particular person, place or thing.

13. Review is a kind of genre used to critique an art work or event for a public audience.

14. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.

15. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case. [34]

6. **Recount**

    a. **Definition of Recount**

    According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The

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[34] Rudi Hartono, *Genres of Text*, p. 6.

tense that used in recount text is past tense. 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.[35]

b. **Generic Concepts of Recount**

There are three generic structure of recount. They are:[36]

1. Orientation: provides the setting and produces participants. It provides information about 'who', 'where', and 'when'.

2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3. Re-orientation: optional-closure of events. It is 'rounds off' the sequence of events.

c. **Grammatical Features of Recount**

The common grammatical features of recount text are:[37]

1. Use of nouns and pronouns to identify people, animals, things involved

2. Use of actions verbs to refer to events

3. Use of past tense to locate events in relation to speaker's or writer's time

4. Use of conjunctions and time connectives to sequence of events

5. Use of adverb and adverbial phrase to indicate place and time

6. Use of adjective to describe nouns

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[35] Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

[36] Ken Hyland, *genre and Second Language Writing*, p.135

[37] Ken Hyland, *genre and Second Language Writing*, p.135

d. Types of Recount

There are three types of recount:

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

3. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

Here the example of recount text:

Our Trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

Event 1 On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2 On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.