

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Writing Skill

a. Definition of Writing

Writing is functional communication, making learners possible to create imagined worlds of their own design.¹ 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 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

¹ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

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 goal of communicating clearly and effectively.² 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.³ 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.

Writing skill is a program of comprehensive writing that performed for beginning, struggling, at-risk for the writers. Writing skills can help the students to become a good writer. The students have to know and understand to essential foundation of writing skill such as strategy, technique, and opportunity. Writing skill also give the special instruction in

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

³ Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 86.

spelling, handwriting, and key boarding. Beside that, writing skill can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skill, the student are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure. ⁴

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.⁵

There are two types of writing:⁶

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.

⁴ King Diana Hanbury, *Writing Skills 2nd Edition, Comprehensive Instruction for Struggling Writers*, (Educators Publishing Service, 2002), p.2.

⁵ Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.85.

⁶ Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.86

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.

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.⁷

2. Recount Text

a. Definition of Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense was 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.⁸ Recount text is important to the readers that want to know the people experience. It is also an expression of people that can be made with written form.

b. Generic Structure of Recount

The generic structure of recount text:⁹

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

⁷ J. Michael O" Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.

⁸ Ken Hyland, *English for Academic Purpose: An Advanced Resource Book*, (London and New York: Routledge, 2006), p.47.

⁹ Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press: 2004), p.135.

- 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 of’ the sequence of events.
- c. Grammatical Features of Recount

The common grammatical features of recount text are:¹⁰

- 1) Use of nouns and pronouns to identify people, animals, or 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

¹⁰ Ken Hyland, *Genre and Second Language Writing*, p.135.

d. Example of Recount Text

Going Fishing for the First Time

Orientation Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

Event We left at 9 am. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Event Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river, I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground.

Re-orientation Thank God, I was safe even though I have mud all over my face. It was embarrassing!

3. Contextual Teaching and Learning

a. The Definition of Contextual Teaching and Learning

In real life, people can see most of students in school got a lot of materials that was out of context. Therefore they face difficulty to make connection between what they are learning and how that knowledge will be use in their daily lives. The methods of classroom teaching sometimes not really touch the learning process. The students rarely have an opportunity to experience hands-on learning.

The appropriate approach should be used in order to make the learning process really works. Nowadays, there are several approaches proposed in order to achieve the goal of the study. Each approach offered many gains. Contextual Teaching and Learning is one of the approaches proposed.

Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and

workers and engage in the hard work that learning requires.¹¹

b. The Characteristics of Contextual Teaching and Learning (CTL)

Johnson, as quoted by Wina, characterizes CTL into eight important elements as follows:

1) Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.

2) Doing Significant Work

Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen.

3) Self-Regulated Learning

Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products.

¹¹ Robert G. Berns, *Contextual Teaching and Learning: Preparing Students for the New Economy*, http://www.cord.org/uploadedfiles_NCCTE_Highlight05-ContextualTeachingLearning.pdf, downloaded 12 september 2015.

4) Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.

5) Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

6) Nurturing the Individual

Students carry on themselves, understand, give attention, possess high wishes, motivate and empower themselves. Students can't get the success without the support from adult people. Students should respect their companion and adult person.

7) Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent'.

8) Using Authentic Assessments

Authentic Assessments is based on three domain of learning, Affective, Cognitive, and Psychomotoric. Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience.¹²

These eight characteristics make CTL different from other methods. These characteristics become the main components in applying CTL method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual, creative and critical thinking ask the students to responsible for their own learning. The role of teacher in CTL can facilitate student to find the fact or the meaning, concept, or principles for themselves. Once these eight characteristics were applied in classroom, it will help both students and

¹² Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Media Group, 2009), p.268.

teacher in creating a good atmosphere where the learners have a great responsibility in achieving their success in learning activity.

c. Principles of CTL

1) Constructivism

Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively “build” knowledge and skills. However, all advocates of constructivism agree that it is the individual’s processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves¹³. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

¹³ www.chiron.valdosa.edu/whuitt/cogys/construct.html. accessed on 12th October 2015.

2) Inquiry

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that related to the topic discussed. Inquiry is defined as a seeking for truth, information or knowledge-seeking information by questioning.¹⁴ In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and the other audiences.

3) Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned. In a

¹⁴ Rudi Hartono, *Ragam Model Mengajar yang Mudah diterima Murid*, (Yogyakarta: DIVA Press, 2013), p.91.

productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student's curiosity, focusing student attention, and refreshing students prior knowledge.

4) Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follows: 1). Group of learning which communicate to share the idea and experience, 2). Working together to solve the problem and 3) The responsibility of each member of learning group¹⁵.

It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low

¹⁵ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, p.267.

profile such as ‘onlooker’ or ‘observer’ (noticing what is going on), ‘knower’ (being privy to shared class understanding) and follower (reacting in the same way as everyone else to certain teacher or student initiatives).

5) Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher’s opinion and demonstrates how does the teacher want the student to learn¹⁶.

6) Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past¹⁷. Reflection is figuration of activity and knowledge that just have received. Teacher needs to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection. The realization of

¹⁶ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, p.267.

¹⁷ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, p.268.

reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

7) Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assessments of students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students' performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning¹⁸. Meanwhile, authentic assessment has some characteristics that are: (a) Involves real world experience, (b) Allows access to

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, the Third Edition (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 100.

information, (c) Encourages the use of computer, dictionary and human resources, (d) Engages the students by relevance, (e) Uses open-ended format, (f) Includes self-assessment and reflection, (g) Warrant effort and practice, (h) Identifies strength to enable students to show what they can do and (i) Make assessment criteria clearer to students¹⁹.

4. Teaching Recount Text by Using Contextual Teaching and Learning

Teaching learning is an activity that has educative values. Educative values make interaction between teacher and students. An interaction that have education value is because teaching learning activity that is held, guided to get certain goal that is formulated before teaching is done. Teaching learning process that is done in the class is a transforming knowledge, attitude and skill. Teacher expect can improve learning capacity, basic competence, and potency of students maximally.²⁰

Writing is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer writes. A good writing can be

¹⁹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. p. 268.

²⁰ Martinis Yamin, *Pengembangan Kompetensi Pembelajaran*, (Jakarta: UI Press, 2004), p.160.

done by the students if their grammar is good. In fact, grammar and spelling are important in writing, because it is the purposes in the condition of writing to be correct word and grammar. In writing a recount text students must comprehend in a simple past tense and another language features of text. Contextual Teaching and Learning is one of technique that can be apply in language teaching and learning.

In this case, contextual teaching and learning technique use as a technique to improve students' ability in recount text. It is direct to improve their understanding on language features of recount text correctly. The researcher applies contextual teaching and learning for some purposes, the first is to teach simple past tense. Contextual teaching and learning can make students better understand the use and change of sentences based on the time signal of past event. It helps them apply the simple past tense in certain genre, especially in recount text. The second is the researcher applies contextual teaching and learning on teaching recount text. Contextual teaching and learning can make students better understand the generic structure and language features of Recount Text. The implementation teaching Recount Text using Contextual teaching and Learning uses the eight important characteristics. 1) Making meaningful connections to organize themselves as learners, when learner can connect the subject with their own experience, they discover meaning

and meaning gives them reason for learning: Teacher gives the material to the students clearly and students understand about the material. 2) Doing significant work, this learning model emphasizes that all of the learning process that is done in the classroom should have a meaning for students so they can relate the subject to the real life: Teacher make relationship between Recount Text with past experience. 3) Self Regulated Learning to make connection with decision making and it has the concrete results or products: Students make their own past experience use Recount Text. 4) Collaborating to helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others: Teacher divides the students in 4 groups to arrange the generic structure of Recount Text correctly in a piece of paper. 5) Critical and creative thinking to apply higher lever thinking critically and effectively: Students critical thinking, make conclusion about the material, solve the problem to improve the material. 6) Nurturing the individual to respect the students companion and adult person: Students improve aspects of personality: personal integrity, attitude, interest , responsibility, discipline, achievement motive. 7) Reaching high standards to identify the purposes and motivates them to reach it: Teacher makes challenging to the students to tell they past experience in front of the class. 8) Using authentic assesment challenges the

students to apply academic information and new skills in real situations for specific purposes: Students show their best ability about the material. Teachers assess by observation, assignment, portfolio, performance, and self-assessment based on three domain of learning, Affective, Cognitive, and Psychomotoric.

B. Previous Research

There are some previous research:

1. “Improving Students’ Skill in Writing Recount Text by Using a Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/ 2012) by Farid Helmi, Student Number 063411058”

This research showed that the objectives is to describe the implementation of personal letter to improve students skill in writing recount text and to identify the improvement of students skill in writing recount text.²¹ This research also showed that the using of personal letter as a media to improve students’ skill in writing recount text was an alternative way. Personal letter is the media that can make students more interest with the material of writing recount text. By using

²¹ Farid Helmi, 063411058 *Improving Students’ Skill in Writing Recount Text by Using a Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/2012)*, Thesis, (Semarang: IAIN Walisongo Semarang, 2012), p.7.

personal letter, teacher can stimulate the students to write their experience in a letter form. One of the differences of personal letter than the other letter is the contents or message more friendly and personal, so the students more enjoyed when they want to write their letter. Personal letter is an excellent learning aid, the students have to remember their experiences and arrange it in the simple paragraph of recount text. The Using a personal letter was interest and motivated students to learn English writing easily. Furthermore the personal letter was in good design and good theme, so the students more motivated and enjoyed in the learning process.

This research used classroom action research as the method. The result of the test showed that the students' score in the pre-cycle test was 55.5, the students' score in the cycle I test was 65.7 and the students' score in the cycle II test was 72.2. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the research improved students' skill in writing recount text.

2. "Improving Student's Ability in Using The Simple Past Tense Trough Contextual and Teaching Learning by Ovalina. Student Number 2060140000161"

This research showed that the objectives are to know whether or not contextual teaching and learning improves

student's ability in using the simple past tense. This research showed that the result that the implementation of contextual teaching and learning can improve student's ability in using simple past tense. It can be seen from the result of data gained from the quantitative study; test result (pre test and post test) and questionnaire result, and qualitative study; observation and interview result.²² This research used classroom action research as a method.

The finding of this study indicated that the implementation of contextual teaching and learning was successful since the criteria of success were achieved. The first criteria was 70% of students could pass the assessment score. The finding showed that 71.79% of students had already achieved the target score.

The differences between this research and both of two previous research above is in the research questions, objectives, and finding. The similarity is in the method of the research.

C. Action Hypothesis

Action hypothesis is defined as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which was chosen to the

²² Ovalina, 2060140000161 *Improving Student's Ability in Using The Simple Past Tense Trough Contextual and Teaching Learning*, Thesis, (Jakarta: UIN Syarif Hidayatullah, 2010) , p.50.

research through classroom action research.²³ In this research, the writer proposes a hypothesis that using contextual teaching and learning approach can improve students' ability in writing Recount Text.

²³ Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT. Remaja Rosdakarya, 2009), p.63.