

CHAPTER II

THEORITICAL FRAMEWORK

A. Literature Review

1. Writing

a. Definition of Writing

Writing is a combination of process and product. The process is refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹ However, for many people writing is a difficult skill. Unlike speaking that is a familiar everyday activity, writing is something people do only rarely. Another difficulty of writing is how to organize and sequence our ideas. Writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow²

¹ Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 98.

² Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), p. 117.

In writing, people 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.³ Alice Oshima stated:

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. Then after you have finished writing, you read over what you have written and make changes and corrections. Writing is never a one-step action; it is a process that has several steps.⁴

b. Stages of Writing

Writing is a process, and most of it happens when someone is not writing. To make a good writing, writer can not do it spontaneously. Good writing is aware of itself — but not self-conscious. It does not happen accidentally. It results from the care the author takes with word choice, sentence structure and organization.⁵ According to Williams there are eight stages of writing.

³ Jeremy Harmer, *How to Teach Writing*, (Essex: Longman Pearson Education Limited, 2004), p. 31.

⁴ Alice Oshima, *Introduction to Academic Writing*, (New York: Addison Wesley Longman, 1997), p. 2.

⁵ Mark Tredinnick, *Writing Well: the Essential Guide*, (New York: Cambridge University Press, 2008), p. 8.

However, not every writing task passes through every stage.⁶

1) Prewriting

Prewriting is generating ideas, strategies, and information for given writing task. Prewriting takes place before starting on the first draft of a paper.

2) Planning

Planning involves considering rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting. Planning also involves selecting support for claim and blocking out at least a rough organizational structure.

3) Drafting

Producing words on a computer or on paper that match (more or less) the initial plan for the work. Successful writers seldom try to produce an entire text in one sitting or even in one day.

4) Pausing

Moments when writers are not writing but instead are reflecting on what they have produced and how well it matches their plan. Usually includes

⁶James D. Williams, *Preparing to Teach Writing: Research, Theory, and Practice*, (New Jersey: Lawrence Erlbaum Associate, 2003), p. 106.

reading. Successful writers consider “global” factors: how well the text matches the plan, how well it is meeting audience needs, and overall organization.

5) Reading

Reading is moments during pausing when writers read what they have written and compare it to their plan. Reading and writing are interrelated activities. Good readers are good writers and vice versa.

6) Revising

Revising occurs after writers have finished their first draft. It involves making changes that enhance the match between plan and text. Factors to consider usually are the same as those writers considered during planning: rhetorical stance, rhetorical purpose, and so on.

7) Editing

Editing occurs after revising. The goal is to give writers’ paper a professional appearance. Focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style.

8) Publishing

Sharing writers' finished text with its intended audience. Publishing is not limited to getting a text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

c. Characteristics of Good Writing

The writing process is learned by and large in an environment social criticism, social thinking, creative use of language, and repeated failure. To write well, the writer has to know characteristics of good writing. There are some characteristics of good writing, they are:⁷

1) Coherence

A paragraph has to coherence when the supporting sentences are ordered according to principle. The sentences are put in order so that the reader can understand the ideas easily. The principles for ordering depend on the type of paragraph you are writing.

2) Cohesion

Another characteristic of good writing is cohesion. When a paragraph has cohesion, all the supporting the sentences connect to each other in their

⁷Chintya A boardman, *Writing to Communicate Paragraph and Essay*,^{3rd} (Essex: Pearson Longman, 2008), p. 18.

support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. For important cohesive devices are connectors, definite articles, personal pronoun and demonstrative pronoun.

3) Unity

The final characteristics of good writing is unity. All the supporting sentences should relate to the topic sentences. A sentence has belong in a paragraph. And each paragraph has to correalate with other sentences.

d. Teaching Writing

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁸ Teaching is not only transferring knowledge from teacher to students, but also helping and guiding students in learning something.

Writing (as one of the four skills of English) has always formed part of the syllabus in the teaching of

⁸ H. Douglas Brown, *Principle of Language Learning and Teaching 5th Ed.*, (New York: Pearson Education, 2007), p. 8.

English. Writing has always been used as a means of reinforcing language that has been taught.⁹

Stephen Bailey stated that there are four parts to develop writing to students. First, it can guide the students to understand essay title through reading and note-making. It can be mentioned as a writing process. Second, it needs type of assignment, making definition and giving references. It is organized alphabetically. And it can be mentioned as elements of writing. Third, the teacher gives remedial to students. It is accuracy in writing. And the last, the teacher must give examples the type of writing to students including letters and survey reports.¹⁰

Based on Harmer, there are five tasks of teacher in teaching writing:

1) Demonstrating

Teachers have to be able to draw about writing convention and genre constraints in specific types of writing to students' attention.

2) Motivating and Provoking

Teachers can help provoking the students into having ideas, enthusing them with the value of the

⁹ Jeremy Harmer, *How to Teach Writing...*, p. 31.

¹⁰ Stephen Bailey, *Academic Writing: A Practical Guide for Students*, (London and New York: Nelson Thornes, 2003), p. 6.

task, and persuading them what fun it can be. The teachers go to class with prepare some suggestions about the topic, so the students can immediately get help to have an idea.

3) Supporting

Teachers need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties.

4) Responding

When responding, teachers react to the content and construction of a piece supportively and often give suggestion for its improvement. Instead, teachers will be telling the students how well it is going so far. Teachers may also make comments about their use of language and suggest ways of improving it.

5) Evaluating

Teachers need evaluate students' work. When the teachers evaluate students' writing for academic purposes, the teachers can indicate where they wrote well and where they made mistakes, know the students achievement, and may award grades. When

teachers hand back marked scripts, students can look at the errors and try to put them right.¹¹

2. Genre

a. Definition of Genre

The French word genre, meaning 'type' or 'kind', when applied to English literature, has been used to denote literary categories (such as types of novel, or short story) involving categorization of texts in terms of a range of structural and stylistic features. Genre has also been applied to categories of non-literary written texts, sometimes for the purpose of characterizing the features of such texts for the teaching of writing.¹²

The term '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 purposes.¹³ Genres are classified according to their social

¹¹ Jeremy Harmer, *How to Teach Writing...*, p. 41-42.

¹² Ian Bruce, *Academic Writing and Genre*, (New York: Continuum, 2008), p. 6.

¹³ Entika Fani Prastikawati and Siti Musarokah, *Writing 3 handouts and assignments* (Semarang : IKIP PGRI Semarang, 2010), p. 7.

purpose and identified according to the stages they move through to attain their purpose.¹⁴

b. Types of Genre

The types of genres in contemporary society are expanding and changing. This is due, in part, to the proliferation of information technologies.¹⁵ According to Entika, there are two kinds of genres story genre and factual genre.¹⁶ Those kind of genres has differences in social function, generic structure, and language features.

1) Story Genre

a) Narrative

Narrative is a kind of genres that social funtion to amuse, to entertain, and to deal with actual or various experience in different ways.

b) News Story

News Story is a kind of genres that social funtion to inform reader of daily newspaper about events of the day which are regarded as newsworthy or important.

¹⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sidney: University of South Wales Press Ltd, 2005), p. 22.

¹⁵ Knapp and Watkins, *Genre, Text, Grammar...*, p. 28.

¹⁶ Entika and Siti, *Writing 3...*, p. 11.

c) Exemplum

It is a kind of genres that social function to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.

d) Anecdote

It is a a kind of genres that social function to share with others an account of unusual or amusing incident.

e) Recount

Recount is a kind of genres that social function to retell the events for the purpose of informing or entertaining.

f) Spoof

Spoof is a kind of genres that social function to retell an event with a humorous twist.

2) Factual Genre

a) Procedure

It is a kind of genres that social function to describe how something is accomplished through a sequence of actions or steps.

b) Explanation

It is a kind of genres that social function to explain the processes involved in the

formation or working of natural or socio-cultural phenomena.

c) Report

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

d) Exposition

It is a kind of genres that social function to persuade reader or listener that something is the case.

e) Discussion

Discussion is a kind of genres that social function to present (at least) two points of view about an issue.

f) Description

Description is a kind of genres that social function to describe a particular person, place, or thing.

g) Review

Review is a kind of genres that social function to critique an art work, event for a public audience.

h) News Item

It is a kind of genres that social function to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

i) Commentary

It is a kind of genres that social function to explain the processes involved in the formation (evolution) of a socio-cultural phenomenon, as though a natural phenomenon.

c. Recount Text

Recount text is a kind of genres that has social function to retell event for the purpose of informing or entertaining. A recount is the unfolding of a sequence of events over time. In recount text, presentation of data is essentially chronological. Recount text is related to personal topics with human participants.¹⁷

Language feature of recount text are;

- 1) Focus on the individual participant
- 2) Use of material (action) processes
- 3) Use of past tense
- 4) Focus on a temporal sequence
- 5) Circumstances of time and place

¹⁷ Ian Bruce, *Academic Writing and Genre...*, p. 100.

There are three schematics or generic structure of recount text; orientation, events, and re-orientation.¹⁸

- 1) Orientation; orientation is explained as providing background information and introduces participants in relation to who, what, and where for the subsequent events of a recount.
- 2) Events; the events section explains what actually happens; this is usually organized chronologically.
- 3) Re-orientation; optional-closure of events. It is ‘round off’ the sequence of events.

3. General Concept of Game

a. Definition of Game

Game is an activity that you do to have fun; children’s activity when they play with toys, pretend to be somebody else.¹⁹ According to Richard, game is an organized activity that usually has the following properties; a particular task or objective, a set of rules, competition between players, communication between players by spoken or written language.²⁰

¹⁸ Entika and Siti, *Writing 3...*, p. 19.

¹⁹ A S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 615.

²⁰ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4th Ed.*, (United Kingdom: Pearson Education Limited, 2010) p. 239.

Fun and humor are essential in classrooms. Interaction and group participation engage students and make information more memorable and relevant.²¹ There are two kinds of game; cooperative game and competitive game. In cooperative game, players or teams work together towards a common game. In cooperative game, there are not winner and loser because they are play together not divided in some group. In other hand, competitive game is game in which players or team to be the first to reach the goal.²² This is the defining point of a competitive game: there will be at least one winner and at least one loser in the end. Games in which teams of players compete against each other also count as competitive games.²³

b. Advantages of Game

According to Philpot as cited by Siti Tarwiyah, games facilitate language learning because they help language learning to be:

²¹ Suzanne W. Woodward, *Fun with Grammar*, (New Jersey: Prentice Hall Regents, 1997), p. vi.

²² Jill Hadfield, *Advanced Communication Games*, (England: Addison Wesley Longman Ltd, 1996), p. iii.

²³ <http://www.meoplesmagazine.com/2013/02/12/cooperative-and-competitive-games/>, by Kai, accessed on October 1st at 15.46

- 1) More meaningful, for example by showing how words relate to each other.
 - 2) More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime, and movement, the use of color and patterns, personalization, etc.
 - 3) More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.²⁴
4. Teaching Writing Recount Text by Using Times of Day Game

Teaching writing of recount text can be done in some ways. Varieties of technique can be used by teacher to attract students' attention. One of them is using game as a technique. Most of people love game either child up to adult. By using the game, students will be more interesting to follow teaching learning process.

Times of Day is a game that can be applied in teaching writing of recount text. In this game, students will be grouped that consist of four students. Then they are asked to retell their activities on last day in sentences. The students write the activities in past tense which is language feature of

²⁴ Siti Tarwiyah, *Game and Song Practical Ideas to Teach Language*, (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2008), p. 5

recount text. After the game has done, students will be asked to make a structured essay of recount text based on their sentences. The rule of times of the day game are:

- a. Give every four students a time grid and a die. Explain that the numbers on the grid are times, starting at the bottom lefthand corner with 5.00 am. Ask each student to find a coin to represent him or herself and place it on the time he or she got up on yesterday.
- b. Ask the first player in each foursome to roll the die and move forward the number of square shown on the die. He or she should then tell the others what he or she did at that time. Insist the student starts with the time, e.g.
'At 6.15 yesterday I had a breakfast.'
If the action mentioned is very vague like 'I started work', the other students in the foursome should question the speaker. Then the next student in the foursome rolls the die, etc.
- c. Once most people have reached the time when they have got to work and started work it is best to ask the whole class to move their coins forward to around half an hour before they finish work in the afternoon or evening. The periods of transition seem to be the most interesting ones

in this game. An incidental aim of the game is to reach Finish.²⁵

B. Previous Research

There are some relevant previous researches that be used to support the research, they are:

1. The Effectiveness of Using Poem as a Medium to Improve Students' Writing Skill of Recount Text (An Experimental Research at the Eighth Grade Students of SMP Alhuda Semarang in the Academic Year of 2013/2014) by Amalia Nurhidayah (093411006) English Language Education Islamic Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies Semarang 2013.

Objective of the research was to find out the effectiveness of using poem as a medium to improve students' recount text writing. Design of this research was an experimental research. Researcher used two classes of eight grade as subject, one class as the experimental class who were taught writing recount text by using poem and one class as the control class who were taught using lecturing method. For instrument, researcher used written test. From

²⁵ Mario Rinvoluceri, *Grammar Games Cognitive, Affective, and Drama Activities for EFL Students*, (Cambridge University Press, 1984) p. 97.

the result, it can be concluded that poem is effective to improve students' writing skill of recount text.²⁶

Similarities between research above and this research were; object of the reasearch was writing, material of the research was recount text, and the research approach was experimental research. Differences between research above and this research were; participant of the research and the technique.

2. The Use of Personal Letter to Improve Students' Skill in Writing Recount Text (A Classroom Action Research with the Tenth Grade Students of MA. Pondok Pabelan Magelang in the Academic Year of 2014/2015) by Andri Setiawan (113411122) English Language Education Islamic Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies Semarang 2015.

The objective of this research was to describe the improvement of students' writing skill after being taught by using a personal letter. Research design used was classroom action research. Researcher used writing test and observation sheet as the instruments. The result of the research showed a

²⁶ Amalia Nurhidayah, "The Effectiveness of Using Poem as a Medium to Improve Students' Writing Skill of Recount Text", Thesis (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2013), p. vi.

significant improvement of students' achievement after being taught by using a personal letter.²⁷

Similarities between research above and this research were object and material of the research; writing skill and recount text. Differences between research above and this research were; the participant, technique, and research approach.

3. Teaching the Writing of Narrative Texts Through a Team Pair Solo Technique (An Experimental Research at the Eighth Grade of MTs N Model Brebes in the Academic Year of 2014/2015) by M. Jauhar Fuadi (103411023) English Language Education Islamic Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies Semarang 2015.

The objective of this research was to find out the effectiveness of using team pair solo technique in teaching the narrative texts. The research design was experimental research. There were two classes as sample in this research; experimental class and control class. Researcher used documentation, affective domain assessment, and test to collect data. The result of the research could be concluded

²⁷ Andri Setiawan, "The Use of Personal Letter to Improve Students' Skill in Writing Recount Text", Thesis (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2015), p. vi.

that the use of team pair solo technique is very effective in teaching the writing of narrative texts.²⁸

Similarities between research above and this research were object of the reasearch was writing and the research approach was experimental research. Differences between research above and this research were the participant, technique, and material. The research above was using team pair solo technique and focuses on narrative text. This research was using times of day game and focusses on recount text.

C. Hypothesis

Hypothesis is assumption about something which is made to explain something that often to be cropped to check it.²⁹ According to the problem and literature, this research hypothesis can be formulated as follow:

Ho: Using times of day game is not effective in the teaching writing of recount text at the eleventh grade students of SMK Bina Utama Kendal in the academic year of 2015/2016.

²⁸ M. Jauhar Fuadi, "Teaching the Writing of Narrative Texts Through a Team Pair Solo Technique", Thesis (Searang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2015), p. vi.

²⁹ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 219.

Ha : Using times of day game is effective in the teaching writing of recount text at the eleventh grade students of SMK Bina Utama Kendal in the academic year of 2015/2016.
