

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Writing

a. Definition of writing

Writing is one of language skills and productive skills that taught in schools. It is an activity to deliver the message by using written language with the aim to inform to other. Some linguists gave some definitions of it that may help us get clearer definition. One of them J. Michael O'Malley and Lorraine Valdez Pierce, "Writing is a personal act in which writers take ideas or prompts and transform them into self initiated topics."¹ Collecting ideas is necessary before we start to write. The writer begins to think what will he write and prepare planning to make good compositions. In line with J. Michael O'Malley and Lorraine Valdez Pierce, Alan Meyers says that writing is an action process of discovering and organizing ideas, putting them on the paper and reshaping and revising them.² It means that it is process to express

¹J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States of America: Addison-Wesley Publishing, 1996), p. 136.

²Alan Meyers, *Gateways to Academic Writing*, (New York: Longman, 2005), p. 1.

our ideas then write it in piece of paper and arrange systematically. In this case, putting ideas need knowledge and experience to help the writer expresses the idea, thoughts and feeling easily.

Caroline T linse states that writing is a combination of process and product.³ The process means that the acts of writer to collect the ideas and thoughts become a written language that can comprehensible to the reader.

Marianne Celce-Murcia adds that writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text.⁴ The writer communicates with the reader through written language where it contains some ideas and thoughts from the writer itself. Actually, writing becomes one of communication skills that use written language as a tool or media that involved some elements for example the writer, contains, media and the reader.

Based on above definitions, it can be concluded that writing is a process to produce language by represent symbol or idea with using written language as a media. By writing we can communicate with other and share our

³Caroline, T. Linse, *Practical English Language Teaching: Young Learners*, p. 98.

⁴Marianne Celce-Murcia, *Teaching English as a Second Language*, (United States of America: Thomson Learning, 2001), p. 207.

idea, feeling, or anything that exist in our mind. It requires the writer to generating the ideas and thoughts coherently, then arrange it into good composition and understandable. Therefore, anyone who want to be good writer, they must learn to write regularly.

b. Writing Process

Writing is one of the ways to communicate with the others, and there are some stages to make a good writing that is called writing process. According to Jeremy Harmer, writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft⁵.

1) Planning (Pre-writing)

Planning or Pre writing is an activity that encourages the writer to write. At this process the writer begins to plan what he is going to write. Before starting to write or type he tries to decide what the writer is going to say. He explores and arranges the ideas and information for writing. At this point, the writer should think about three main issues; those are the purpose, audience, and the content structure. First, the purpose of writing. It influences not only the type of text that the writer wants to produce, the language

⁵Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004) p. 4.

that the writer uses, but also the information that he chooses to include. Secondly, the writer should think to the audiences (the readers). They influence not only the shape of the writing but also the choice of language (formal or informal). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer arranges sequence of the facts, ideas or arguments.

Pre writing can be defined as a way of warming up the brain before write. There are two ways of warming up the brain, those are brainstorming and clustering.

a. Brainstorming

Brainstorming is way to capture or listing the thoughts.⁶ It means that the writer creates a list of ideas and details related to the topic. The purpose is to produce as many ideas as possible and to write them down without worrying about grammar, spelling, logic, or organization. There are some the steps of brainstorming⁷:

- 1) Write down the general topic.

⁶Alan Mayers, *Gateways to Academic Writing*, p.6.

⁷Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Longman Pearson, 2006), p. 267.

- 2) Make a list of every idea that comes into the mind about the topic.
- 3) Keep stay on writing and let the ideas flowing.
- 4) Use words, phrases, or sentences and do not worry about spelling or grammar.
- 5) Rewrite the list and group similar ideas together and cross out items that do not belong or that are similar.

b. Clustering

Clustering is another pre-writing technique. The ideas are visualized in a form of circles or line which are related to the others. The position of the topic is in the middle of circle while the ideas are spread around it like a branch. These are ways to do clustering technique⁸ :

- 1) Write the subject in the middle of the paper and circle it.
- 2) Write related ideas around the circle like a branch.
- 3) Connect the ideas to the subject by using line.
- 4) Add more new ideas to subject circle then connect it.

⁸Alan Mayers, *Gateways to Academic Writing*, p. 6-7.

2) Drafting

Draft is the first version of a piece of writing. At the drafting stage, the writer focuses on the fluency of writing. Besides that, he does not worry about grammatical arrangement or the tidiness of the draft. Writing is a continuous process discovery, so in this step may thinking of new ideas out of brainstorming list. The writer can prepare additional ideas, thoughts and details during this process, but make sure that any new ideas are still relevant.

3) Editing and Revising

At this stage, editing and revising is also called polishing⁹. Polishing is the most successful if the writer does it in two stages. First, attack the big issue of content and organization (revising). The writer revises and changes what he has written to improve it, for example about content, unity, coherence, and logic. The main focus is concerned with content and organization. Second, work on the smaller issue of grammar and punctuation (editing). After revising the writer is proofreading the paper for possible errors such as in grammar, sentence structure, spelling and punctuation. From both of the ways the writer is tried

⁹ Alice Oshima and Ann Hogue, *Writing Academic English*, p. 273.

to make text become more regular like the writer prepares the final version for evaluation, because may the order of information is not clear and or the written language is still confusing.

4) Final Version

Once the writer has revised and edited the draft then made the changes that considered to be necessary, he has produced the final version. May this is different from before plan, because in final version have passed editing and revising be better.

Planning → **Drafting** → **Editing** →
Final version

c. The Purpose of Writing

According to O'Malley and Pierce, there are three purposes of writing that describe the kinds of students writing¹⁰.

1) Informative Writing

Informative writing helps the writer to share and to give about the information, directions or ideas. For example, describing events or experiences, analyzing concepts, speculating on cause and effects, and developing new ideas or relationships. The writer can use existing knowledge or new sources of

¹⁰J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, p. 137-138.

information and can cover a range of thinking skills from simple recall to analysis and synthesis.

2) Narrative Writing

Narrative or expressive writing is a personal or imaginative expression in which the writer produces stories or essays. The type of writing is often used for entertainment, pleasure, and discovery or simply of “fun” writing that include poems and short plays.

3) Persuasive writing

In persuasive writing, the writer tries to influence others and to initiate action or change. This type of writing may include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. The writer uses high level cognitive skill such as analysis and evaluation. Beside that the writer can use personal experience or emotional appeals to argue in support of his view.

d. Teaching Writing Skill

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in teaching of English¹¹. It means that writing becomes one of the main skills that students have to learned. It becomes the most difficult skill for learner

¹¹Jeremy Harmer, *How to Teach Writing*, p. 31.

to master¹². The difficulties that faced by the students not only in generating and organizing ideas but also in translating these idea into readable text. Beside that the problem appears from the students whose native language. The teacher must adjust the way to teach them. Based on the problem above teaching writing skill is not easy for teacher because everything must be adjusted on subject and purpose. When teaching writing, the teacher must select the most effective way, source and material. Because he teaches not only how to write but also how to learn. It is very important matter that all of it gives the effect on the progress of students itself.

According to Jeremy Harmer there are two categories of writing, those are writing for learning and writing for writing¹³.

1) Writing for learning

This category is different from writing for writing. It means that writing is used to learn better not to become better writers. The teacher uses this category to help students perform a different kind of activities, but activities do not teach students to write.

From learning writing they frequently have more

¹²Jack C. Richard and Willy A. Renandya., *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 303.

¹³Jeremy Harmer, *How to Teach Writing*, p.31.

time to think than they do the act in daily activity. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them. Writing also encourages students to focus and accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds.¹⁴ So it can be concluded that it is the kind of writing that the teacher do to help students learn language or the power of activities in teaching writing.

2) Writing for writing

Different from before category, this category is used by the teacher to help students are able to study written text to become good writer (English) and to learn how to write in various genres using different registers. The examples of 'writing for writing' are how to using appropriate vocabulary and language in writing letter, discussing about formal or informal letters, making letter by using guide of writing process, how to explore idea, etc.

e. The Tasks of Teacher in Teaching Writing

When helping students to become good writer, teacher has a number of crucial tasks to perform. Usually

¹⁴Jeremy Harmer, *How to Teach Writing*, p.32

the teacher asks the students to write during teaching writing in a classroom, but actually the task of teacher not only in the classroom but also before and after writing class. According to Jeremy Harmer there are five tasks of teacher perform before, during and student after writing are the following¹⁵ :

1) Demonstrating

Before teacher asks students to write, the materials should be explained in front of the class in order to the students understand what they write. This task can be used as an effective way to warm up students' knowledge about the material.

2) Motivating and provoking

When the students often find difficulties in their writing, for example 'lost for words' the teacher can help, enthuse, provoke, and persuade them into having ideas with have fun activity during the learning process. Besides that, the teacher can make a game or a challenging activity to interest and to motivate their attention and creativity in writing class.

3) Supporting

This task is closely related to the teacher's role as motivator and provoker. Students need a lot of help and reassurance once they going, both with ideas

¹⁵Jeremy Harmer, *How to Teach Writing*, p. 41.

and with the means to carry them out. The teacher can support the students in writing class through emotional support and spirit when they get difficulties in writing class.

4) Responding

Responding is one way to react students' written work. It means that the teacher gives a responses, comments, or suggestion to the students' improvement. When responding on students' writing, he may not give a grade or score as final version.

5) Evaluating

When teacher evaluates students' writing, he can indicate where students' mistakes and may award grades in students writing.

2. Text

a. Definition of text

Text is words are put together to communicate a meaning.¹⁶ When we speak or write to communicate a message, we are constructing a text. When we read, listen, or view a piece of text we are interpreting its meaning.

M.A.K. Halliday and Ruqaiya Hasan state text is a product in the sense that is an output, something that can be recorded and studied, having a certain construction that

¹⁶Mark Anderson and Kathy Anderson, *Text Types in English 1*, p. 1.

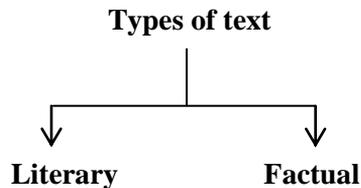
can be represented in semantic term¹⁷. It means that text as a final version that can be read, understand, and recorded along with clear construction.

In making a text the writer must prepare the diction and arrangement correctly in order to the get communication process well, because the choices of the words and the arrangement are depended on the purpose and of text, so make sure that our choices is right.

Based on definition above we can conclude that text is a sequence of paragraph that has a certain meaning and construction. It can be recorded, studied and represented.

b. Types of text

Types of text is divided into two main categories, those are literary and factual text. These are various types of text:



¹⁷M.A.K. Halliday and Ruqaiya Hasan, *Language, Context, and Text: Aspect of Language in Social-Semiotic Perspective*, (Hong Kong: Oxford University Press, 1984), p. 11.

1) Literary Text

Literary text is a text that contains entertainment to appeal our emotions and imaginations. It can make us laugh or cry, think about own life or consider our belief. For example about Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and shop operas. The examples for media text are as films, videos, TV, shows and CDs.

2) Factual Text

Factual text is a text that presents information or ideas and aim to show, tell, or persuade the audience. It is included advertisement, announcements, internet website, current affairs how, debate, recipes, report and instruction. The main text type in this category is recount, response, explanation, discussion, information report, exposition, and procedure.¹⁸

c. Requirement of Good Paragraph

Good writing is seen not only from the content but also the arrangement in every sentence. The paragraph must have clear meaning that can understandable. To write a good and interesting writing we should know the paragraph is first.

¹⁸Mark Anderson and Kathy Anderson, *Text Type in English 1*, p. 1-3.

Paragraph is a group of related sentences that discuss one (and usually one) main idea.¹⁹ A paragraph can be short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

The students often find difficulties when they want to write a good paragraph. Harmer states that there are two characteristics of an effective paragraph. Those are coherence and cohesion.²⁰

1) Coherence

Coherence is the sentences must hold together.²¹ It means that the movement from one sentence to the next must be logical and smooth. The sentences are put in order so that the reader can understand the ideas easily.

2) Cohesion

Another characteristic of a good paragraph is cohesion. When paragraph has cohesion all supporting sentences connect to each other in their support of the topic sentence. It means that in a paragraph consists of a main idea while in the supporting sentence must

¹⁹Alice Oshima and Ann Hogue, *Writing Academic English*, p.2.

²⁰Jeremy Harmer, *How to Teach Writing*, p. 22-24.

²¹Alice Oshima and Ann Hogue, *Writing Academic English*, p. 21.

support, demonstrate and develop main idea in the topic sentence.

3. Genre

a. Definition of Genre

Genre is concerned with the overall purpose of a text. According to Mary Macken, genre is defined as social processes which is goal oriented and which achieve their purposes in stages or steps.²² It means that genre is classified according to its social purpose and identified according to the stages move through to attain its purpose.

Genre is a term for grouping texts together, representing how writer typically use language to respond to recurring situations.²³ Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.

So, genre is a kind of text that has different social purposes depend on the context, situation, characteristic, and is shared by members of the culture.

b. Kinds of genre

There are some kinds of genre that we know. For example descriptive, report, procedure, etc. Every kind of

²² Mary Macken, *A genre Based Approach to Teaching Writing 3-69(Book I-4)* , (NSW : Common Ground, 1990) p. 48

²³Ken Hyland, *Teaching and Researching Writing*, (United Kingdom: Pearson Education Limited, 2009), p. 15.

genre has different social function, generic structure and different language features, among them are:²⁴

1) Recount

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what and when it occurs.

2) Explanation

Explanation text type tells how or why something occurs. It looks at the steps rather than things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why).

3) Discussion

Discussion is a text type give for and against, the positive and negative, or the good points and the bad points. The purpose is to present to the bad points. The purpose of a discussion is to present to the audience different opinions on a topic and, the end, your opinion.

4) Narrative

Narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or

²⁴Mark Anderson and Kathy Anderson, *Text Type in English 1*, p. 48-86.

listener. The generic structures of text are orientation, complication, sequence of events and resolution.

5) Procedure

Procedure is a piece of text that gives us instruction for doing something. The purpose of a procedure text is to explain how something can be done.

6) Report

Report text is a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities. The generic structures of text are general classification and description.²⁵

7) Description

Description is genre that has social function to describe a particular person, place, or thing. This text is a text that explains the object in specific. The Schematic structures are identification and description.

8) Exposition

Exposition is a piece of text that presents one side of an issue. The purpose of this text is to persuade

²⁵Mark Anderson and Kathy Anderson, *Text Type in English 1*, p. 61.

the reader or listener by presenting one side of an argument. The examples of exposition text are advertisement, editorials, spoken arguments, legal defenses, etc.

9) Anecdote

Anecdote is a text that deals with something unexpected or out of the ordinary. It is almost exclusively an oral genre and is a common feature of casual conversation. The generic structures of the text are abstract, orientation, crisis, reaction, and coda (optional).

10) News story

News story is a factual text which informs readers of daily newspaper about events of the day which are regarded as newsworthy or important.²⁶

11) Spoof

Spoof is text that sends up narratives so that the text becomes highly amusing. This text gives something funny with unexpected event in ending. The generic structures are orientation, event(s) and twist.

12) Review

²⁶Mark Anderson and Kathy Anderson, *Text Type in English 1*, p. 75

Review is genre, which has social function to comment on an artwork or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts, and ballets.

13) Commentary

Commentary is genre, which has social function to explain the processes involved in the information (evolution) of a socio-cultural phenomenon, as though a natural phenomenon.

4. Recount

a. Definition of Recount

Recount is a piece of text that retells past events, usually in the order in which they happened.²⁷ The purpose of a recount text is for informing or entertaining. It text is based on the life experiences the writer. The tense that used in recount text is past tense. Some examples of recount text are newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.²⁸

²⁷Mark Anderson and Kathy Anderson, *Text Types in English 1*, p. 48.

²⁸Mark Anderson and Kathy Anderson, *Text Types in English 1*, p. 49.

Recount text is a text to retell past events.²⁹ It is used in most subjects to show memory of a series of events as in accounts of a science excursion, everyday life in another time or culture, personal letters to friends are often recount of experience.

Based on the definition above, it can be concluded that recount text is a text that tells about events in the past in a form spoken or written text to share the writers' experience.

b. Generic Structure of Recount

The schematic or generic structure of recount text consists of three parts; those are orientation, events, and reorientation.³⁰

1) Orientation

It is in the first paragraph which provides background information, the setting and introduces participants about what, who, where and when.

2) Events

It contains the sequence of events. The writer's focus is on the temporal sessions of events by telling what happened at the time.

²⁹Mary Macken, *A genre Based Approach to Teaching Writing 3-69(Book 1-4)*, p.43.

³⁰Mark Anderson and Kathy Anderson, *Text Types in English 1*, p. 49.

3) Reorientation

It contains the conclusion of the text that may include a personal comment, (not always necessary).

c. Language Features of Recount

There are typical linguistic features common to recount text. Based on curriculum, those features are:

- 1) The recount has a title, which usually summarizes the text.
- 2) Focus on specific and usually individualized participant (the writer), Nia, We, etc.
- 3) Use simple past tense. For example “We visited the beautiful beach named Bandengan beach”
- 4) Use linking verb. For example was, were, saw, etc.
- 5) Use of relational processes and mental processes. For example, “ I was very happy”.
- 6) Use of chronological connection to do with the time. For example On Wednesday, at the same time, first, then, later and finally”
- 7) Using linking verb. For example was, were, saw, and heard.

d. Types of Recount

There are three types of recount³¹:

³¹<http://englishonline.tki.org.nz/Recount>, accessed on 14th of March 2016.

- 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 an 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 text³²:

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 to shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2

³²<http://englishonline.tki.org.nz/Recount>, accessed on 14th of March 2016.

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

Reorientation

Finally, in the afternoon we went home and it was fun trip for us.

5. Mistake Buster Technique

a. Definition of Mistake Buster Technique

Mistake buster technique is introduced by Hyun (2003)³³. This technique is based on a desire to help language learners to learn better by creating a variety of opportunities for them to be able to reflect on everything that has been learned and can look back on a different side. This technique can make the students active in evaluating their own grammatical errors that are made by the teacher. It can motivate the students to identify the mistake sentence because they become mistake corrector, which is normally done by the teacher while the teacher becomes mistake maker.

b. The Advantages of Mistake Buster Technique

Mistake buster technique is a unique technique. In this technique the role of teacher that usually correct the mistake of students, but in this case the students as the

³³Hai Huynh, K.P. 2003. Getting Students Actively Involved Using “The *Mistake Buster*” Technique: *The Internet TESL Journal*, Vol. IX No. ii, November.

corrector and the teacher as the mistake maker. According to Huynh there are some benefits using Mistake Buster Technique, those are³⁴ :

- 1) Students are interested and excited to follow in a learning process. The level of excitement is even increased when the class is divided into two teams to compete with each other in finding and correcting the mistakes.
- 2) The students have the opportunity to identify the possible mistakes themselves instead from the teacher. So, it giving sense accomplishment for them when they can find the mistake.
- 3) This technique can also help me check my students' understanding of a grammar point or comprehension of a reading task.
- 4) It can be used to reinforce and improve their production skills such as writing and pronunciation.
- 5) This technique is enjoyable and fun which is one the best conditions for learning to take place.

c. Steps of Mistake Buster Technique

These are the steps to use Mistake Buster Technique as follow:

³⁴Hai, Huynh, K.P. 2003. Getting Students Actively Involved Using “The *Mistake Buster*” Technique: *The Internet TESL Journal*, Vol.IX No. ii, November.

1) Preparation

a) Choosing a mistake category

Select a mistake category that is pertinent to the focus of the lesson being taught. For the purpose of demonstrating the employment of this technique, the past tense of irregular and regular verbs used as an illustration.

b) Preparing the mistakes (Regular and Irregular Verbs in the Simple Past Tense)

The wrong verbs to be found and corrected by the students can be prepared in the form of a verb list, in short sentences, in long sentences or in a recount. Some samples are provided below³⁵:

- 1) Sample verb list: want, need, work, visit, repair, take, eat, bring, think, wash, change, enjoy, study, use, make, clean, finish.
- 2) Sample short sentences: "*I go to bed at 10:00 last night*" or "*My mother call me this morning*".
- 3) Sample long sentences: "*I don't go to school last week because I have a motorbike*"

³⁵Hai, Huynh, K.P. 2003. Getting Students Actively Involved Using "The *Mistake Buster*" Technique: *The Internet TESL Journal*, Vol.IX No. ii, November.

accident, but fortunately I don't broke a bone or anything." " Last night we have our family photo taken by a professional photographer who just opening a new studio the day before."

- 4) Sample recount: *"On Wednesday, my students and I go to Yogyakarta. We stay at Dirgahayu Hotel which is not far from Malioboro."*

On Thursday, we visit the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visit only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we go to Yogya Kraton. We spent about two hours there. We are lucky because we were led by a smart and friendly guide. Then we continue our journey to Borobudur. We arrive there at four p.m. at 5 p.m. We hear the announcement that Borobudur gate would be closed.

In the evening we leave for Jakarta by bus."³⁶

³⁶<http://englishonline.tki.org.nz/Recount>, accessed on 14th of March 2016

2) Sample Activities

This technique shows how the "Mistake Buster" is employed to check students' ability to identify the mistake sentence and correct with grammatical correctly in a form of recount text. In this case, simple past tense is used by the teacher as a basic to make recount text.

Step 1.

Warm up: (A verb list can be used)³⁷

- a) Tell students they are going to have an activity to review the simple past tense in text recount.
- b) Divide the class into two teams and tell them they are going to compete in the activity.
- c) Make two columns on the white board and ask students to fill the left column with many verbs in the present tense.
- d) Tell them they have to find the past tense forms for all the verbs. They have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.

³⁷Hai, Huynh, K.P. 2003. Getting Students Actively Involved Using "The *Mistake Buster*" Technique: *The Internet TESL Journal*, Vol.IX No. ii, November.

- e) Begin the activity and add up the scores for each team when all the verbs have been changed to the simple past tense.

Step 2. (Short sentences and long sentences can be used.)³⁸

- a) Tell students that they have to listen to short sentences and then long sentences to find the mistakes in the verbs and correct them by putting them in the simple past tense.
- b) Start reading one sentence at a time. Repeat the sentence if they did not understand it the first time.
- c) Students have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.
- d) Keep scores and add them up after all sentences have been read and corrected.

Step 3. (A recounte can be used.)

- a. Tell students they are going to listen to a recount text and write down the verbs they think are wrong.
- b. Read the recount text at a normal speed once.

³⁸Hai, Huynh, K.P. 2003. Getting Students Actively Involved Using “The *Mistake Buster*” Technique: *The Internet TESL Journal*, Vol.IX No. ii, November.

- c. Read it again if necessary.
- d. They have to raise their hands quickly to get the permission to give an answer.
- e. Ask them to say out loud the wrong verbs they heard and the correction as well.
- f. Keep score and add them up when all the verbs have been corrected.

Step 4. Wrap up

- a. Praise students for their efforts.
- b. Review important points or give more explanation if necessary.

6. Teaching Writing on Recount Text by Using Mistake Buster Technique

Writing is one of the important skills in the teaching learning of the language³⁹. By writing the students are able to convey information and ideas from their thoughts to the other. Mostly, writing becomes the hardest skill among the other skills because writing need complex process to be good written text.

Recount is a text that tells about activity or experience of someone in the past. It is one of texts that are learned by students especially at eighth grade in junior high school. In this study the writer chose Mistake Buster Technique as the

³⁹M.E.S. Elizabeth, *Methods of Teaching English*, (New Delhi: Discovery Publishing House, 2012), p.299.

technique in teaching writing on recount text. This technique works well with beginner to high intermediate students.

First of all the teacher prepares some mistakes that have made before. It can in form of verb list, simple sentence, long sentence or paragraph. Then, the teacher gives stimulant to know the students' knowledge about grammar use in recount text. The teacher can give warming up first to prepare the students before begin the lesson by using verb list. The teacher divides the class into two groups; they are group A and B. Tell them that this is challenge for them. For group A asked to write verb list of simple present in column A and for group B asked to write the form simple past of the verb. They have to raise their hand first to answer the verb list. Every student who can answer gets the score.

Next, the teacher uses simple sentence, long sentence and paragraph to. Tell them that they have to listen some sentences of recount text that read by teacher. They asked to find some mistakes in verb then correct it accordance with grammatical. If they still do not understand the teacher repeat until they understand. Then the students must raise their hand if they want to answer. For every correct answer get the point. It is continued until all of the sentence finish correcting.

Based on this technique the students hoped that they are able to understand about writing recount text not only in

knowledge of how to write a text but also the correct grammatical rules to make a good text.

B. Previous Research

1. Azizatin Zida Maezida (2012/2013)

Her thesis is *The Simple Past Tense Mastery of the Eighth Grade Students of MTs NU Muallimat Kudus in the Academic Year 2012/2013 Taught by Using Mistake Buster Technique*.⁴⁰ The objective of her research are to find out the simple past tense before and after being taught by using Mistake Buster Technique and to find out the significant difference between the simple past tense mastery before and after being taught by using Mistake Buster Technique. The design used in this research is quantitative true experimental research. The instrument that the writer used is the pre-test and the post-test with multiple choice formats. The result of her study showed the improvement of students' scores who taught by Mistake Buster Technique. The students' mean score in teaching simple past tense without using Mistake Buster Technique is only 61.18. While the students' mean score after they are taught using Mistake Buster Technique was 79.05. It means there is a significant difference between

⁴⁰Azizatin Nida Maezida (200832006), *The Simple Past Tense Mastery of the Eighth Grade Students of MTs NU Muallimat Kudus in the Academic Year 2012/2013 Taught by Using Mistake Buster Technique*, Thesis (Kudus: Faculty of Teacher Training And Education, University Of Muria Kudus, 2013), p. ix

the simple past tense mastery of the eighth grade students of MTs NU Muallimat Kudus in the academic year 2012/2013 before and after being taught by using Mistake Buster Technique.

The similarities of the previous research and writer's research are research design, technique sampling, and learning technique. The differences are the subject and material. The writer chose the eighth grade of SMP Islam Asy-syafi'yah Batealit Jepara as the subject of research and the previous research used the eighth grade students of MTs NU Muallimat Kudus as the research subject. The writer focused on writing recount text and for the previous research focused on simple past tense.

2. Farid Helmi (2011/2012)

His thesis is *Improving Students Skill In Writing Recount Text by Using Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in the Academic Year of 2011/ 2012)*.⁴¹ The background of his study in this research was based on the student's difficulties in comprehending recount text writing. Therefore, he used a personal letter that can be an alternative way to improve

⁴¹Farid Helmi (063411058), *Improving Students Skill In Writing Recount Text by Using Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in the Academic Year of 2011/2012)*, Thesis (Semarang: Tarbiyah Faculty, IAIN Walisongo Semarang, 2012), p. x

students' skill in writing recount text. The objective of his study was to describe the improvement of students writing skill after being taught by using a personal letter. In the previous research, the writer conducted a classroom action research as the methodology of this research. He used written test and observation in collecting the data. 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. So, it can be concluded that the research improved students' skill in writing recount text.

The similarity between the previous research and the writer's research is the material. Both of them focus on writing recount text. The differences are in the subject, the research method and learning technique. The previous research, he conducted at tenth grade of MASS Proto Pekalongan in the Academic Year of 2011/ 2012 and the writer conducted at eighth grade of SMP Islam Asy-syafi'iyah Batealit Jepara in the academic year of 2016/2017. The research method that the previous research used was class action research and the writer used an experimental research, beside that the previous research used a personal letter to improve students ability in writing recount text and the writer used Mistake Buster Technique to teach writing recount text.

C. Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word “*hypo*” that has meaning under and “*thesa*” that has meaning correctness.⁴² In this research, the hypothesis can be stated as follow:

Ho: The use of Mistake Buster Technique is not effective in teaching writing on recount text.

Ha: The use of Mistake Buster Technique is effective in teaching in writing recount text.

Based on the result of those literature review and previous research, the writer concludes that there is significant difference (Ha) of the student’s writing recount skill between the students who taught by using Mistake Buster Technique and the students who taught without using Mistake Buster Technique. The students who taught by using Mistake Buster Technique get the better score. It means that “The use of Mistake Buster Technique in teaching writing on recount text is effective. So, the null hypothesis (Ho) is rejected.

⁴²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p. 110