

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explained related studies, previous studies, definition of guided - questions strategy, the use of WH-Question, the advantages of guided – questions, the procedure of teaching writing by using guided - questions strategy, the definition of writing skill, the purpose of writing, the process of writing, assessment of writing, the definition of recount text, the structure of recount text, the example of recount text, and teaching writing recount text procedure in senior high school.

A. Previous Studies

Related to the study, before conducting the study, the writer reviews some related previous studies. These previous studies give insight about the issues discuss in the study.

1. Muhammad BagusNawawi (2011), the result of his research shows that using guided - questions strategy in teaching writing descriptive can improve their writing's ability. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique.

¹² Muhammad BagusNawawi, "Improving Students' Writing Skill Descriptive Text Through Guided Questions (An Action Research at eighth grades of SMP PGRI 1 Ciputat-kotaTangerang Selatan)". (Jakarta : State Islamic University SyarifHidayatullah Jakarta, 2011.) Unpublished Skripsi.

2. Megawati (2011), based on the results of her research, the effectiveness of questioning strategy in prewriting technique toward the students' ability in writing narrative text at MAN model Palangka Raya¹³. The result analyzed the data using t_{test} formula to test the hypothesis stated based on the result of analysis, it was found that the value of $t_{\text{observed}} = 4.180$ and the $t_{\text{table}} = 2.03$. It showed that the t_{obs} is higher than the t_{table} . The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that there was any significant effect of using questioning strategy toward the students' writing ability of the tenth grade students at MAN Model Palangka Raya was accepted and H_0 stating that there was no any significant effect of using questioning strategy toward the students' writing ability of the tenth grade students at MAN Model Palangka Raya was rejected. It meant that there was any significant effect of using questioning strategy toward the students' writing ability of the tenth grade students at MAN Model Palangka Raya.

The writer separated the differences of the previous study and this research, it means to avoid imitation and originality of the research. Based on the research made by Muhammad BagusNawawi, the research used CAR (Class Action Research) that has inspired him in developing material through guided - questions. Then, Megawati used quantitative experimental research about writing ability in narrative text by using questioning strategy in prewriting technique of

¹³ Megawati, " The Effectiveness of Questioning Strategy in Prewriting Technique Toward The Students' Ability in Writing Narrative Text at MAN model Palangka Raya, Thesis, Palangka Raya: STAIN.2011.

the research. Therefore, the writer uses pre-experimental design which has one group at the class. The design is chosen based on the situation of the subject of the study. Different with the previous studies that have been explained above, this research focuses on the effect of guided - questions strategy in teaching writing recount text. The purpose of the study is to know the effect of teaching writing by using guided - questions strategy for tenth grade students at SMA NUPalangka Raya.

The connecting and similarities of the previous studies and this research is found in using guided questions strategy as an effective media for students. The scope of the studies is developing material though guided - questions in writing recount text, so that they are able to create a simple short recount text or modify text by using their experiences.

B. Guided - Question Strategy

1. The Definition of Guided - Questions Strategy

A guided writing is the tasks that are used to guide the learners to write something. The possibilities of the task is by giving the learners some questions as guide, so that by answering the questions the students can write about something. Robinson defines in Muhammad BagusNawawisaid that guided writing as “writing in which one cannot make serious errors as long as he follows the directions.”¹⁴ Byrne supports this idea by saying “...the

¹⁴Muhammad BagusNawawi, “Improving Students’ Writing Skill Descriptive Text Through Guided Questions (An Action Research at eighth grades of SMP PGRI 1 Ciputat-kotaTangerang Selatan)”. (Jakarta : State Islamic University SyarifHidayatullah Jakarta, 2011.) Unpublished Skripsi.

fundamental principle of guiding students in various ways toward a mastery of writing skill, and sometimes controlling what they write, is not one we can lightly dismiss...”¹⁵

In addition, Byrne suggests that we should consider more carefully what kind of guidance we should give them. Particularly in relation to the various problems they have in writing.¹⁶ Based on this idea it may be true that one of the possibilities to be used as a task in guided writing is by giving the students questions as the guidance so that by answering the questions the students can write about something. In other words, Guided - Questions is used to lead the students to write about something.

To encourage the learners to express their ideas it seems to be good to use “open ended-questions” than “yes-no” questions” because it gives them more chances to express their ideas openly. Rivers also supports this idea by saying “...a series of questions may be constructed that the students write continues story as they answer the question.”¹⁷

Guided - questions can help the students to explore their idea in learning writing skill like Raymond in Muhammad BagusNawawisaid that questions can be a way of playing with material before deciding what you want to make of it, like toying with modeling clay until it takes a vague shape that suggest the final shape it ought to take. If you happen to know in advance

¹⁵Donn, Byrne.*Teaching Writing Skill*. (England: Longman Group UK Ltd, 1988)p.25

¹⁶ ibid

¹⁷Wilga,Rivers,*Teaching Foreign Language Skill*. (Chicago: The University of Chicago, 1968)p.262

what sort of writing you want to do, you can turn directly to the questions that are most suitable for that sort of writing. If you do not know what sort of writing you want to do, working through several sets of questions may lead you to a purpose as well as to information.¹⁸

Rise B. Axelrod and Charles R. Cooper on their book that is "*The ST. Martin's Guide to Writing*", they said that asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a problem.¹⁹

They also said that there are several steps in using questions for invention. They are:

- a. Think about the subject. (By "subject" it means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
- b. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word phrase.
- c. Write the responses quickly, without much planning.

2. The use of WH-Question

According to Robert Krohn the use of WH-question as in the following:

¹⁸ Muhammad BagusNawawi, "Improving Students' Writing Skill Descriptive Text Through Guided Questions (An Action Research at eighth grades of SMP PGRI 1 Ciputat-kotaTagerang Selatan)". (Jakarta : State Islamic University SyarifHidayatullah Jakarta, 2011.) Unpublished Skripsi.

¹⁹ Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to Writing*, (New York: ST. Martin's press, 1985),p.475

- a. Who substitutes for a noun phrase which refers to a person.
- b. What substitutes for a noun phrase which refers to a thing.
- c. When substitutes for a noun phrase which refers to a time
- d. Where substitutes for a noun phrase which refers to a place.²⁰

Asking these WH-questions allows you to see your topic from different points of view. Asking WH-question may also help you figure out your real thoughts/beliefs (your 'position' on a chosen topic). To use this technique for the first "Take a phrase or sentence /statement, and ask as many WH-question of it as you can."

3. The Advantages of Guided – Questions

There are some advantages of guided – questions²¹ :

1. To arouse interest and curiosity concerning a topic.
2. To focus attention on a particular issue or concept.
3. To develop an active approach to learning.
4. To stimulate pupils to ask questions of themselves and others.
5. To structure a task in such a way that learning will be maximised.
6. To diagnose specific difficulties inhibiting pupil learning.
7. To communicate to the group that involvement in the lesson is expected, and that overt participation by all members of the group is valued.

²⁰H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 350.

²¹Brown, George and Wragg, E.C, *Questioning*. London : Routledge Falmer, 1993, p.7

8. To provide an opportunity for pupils to assimilate and reflect upon information.
9. To involve pupils in using an inferred cognitive operation on the assumption that this will assist in developing thinking skills.
10. To develop reflection and comment by pupils on the responses of other members of the group, both pupils and teachers.
11. To afford an opportunity for pupils to learn vicariously through discussion.
12. To express a genuine interest in the ideas and feelings of the pupil.

C. The Procedures of Teaching Writing by Using Guided - Questions Strategy

A question is any sentence which has an interrogative form or function. Guided question is one of the best suited for the students in writing, because guided question technique allows the teacher to guide the students to generate their own ideas in writing. The term of guided question refers to the question work in which the students are guided in writing. Walsh and Beth stated that “Teacher poses questions help students make new concepts and ideas”²². In guided WH- Questions, the teacher will guide the students by giving the students WH- Questions. The teachers use question words to ask certain types of questions.

²² Walsh, Jackie A. and Beth, Sattes D, *Quality Questioning: Research –Based Practice to Engage Every Learner*. (London : A Joint Publication, 2005) p.22

In guided - questions activities, the students do their writing task based on the teacher guidance. Brown and Wragg state, “Asking questions are to stimulate recall, to deepen understanding, to develop imagination, and to encourage problem solving”²³. In this research, the writer give the lists of questions, and the students’ answers form the questions. The writer gives the guidance for students in writing which the students answered the questions, combined the answers, and develop them become a good text.

In teaching writing recount text using Guided – Questions strategy, three steps of the process of writing that is stated by Edelstain and Pival can be modified as follows²⁴:

1. Pre-writing

In this step, the teacher gives topics and series of questions related to the topic to the students in order to help them generates and organizes their ideas.

2. Writing

In this step, the students will be asked to answer series of questions that is given by the teacher. Answering series of questions will help them in putting on paper the ideas in their mind into words, sentences, paragraph and text.

3. Rewriting

²³ Brown, George and Wragg, E.C, *Questioning*. London : Routledge Falmer,1993, p.1

²⁴ Edelstein, Michael. E. and Pival, *The Writing Commitment*. New York: Harcourt BroceJavanovich Publisher, 1988, P.11

In this step, the teacher helps the students evaluating their writing in form of:

- Correcting the content and the form
- Correcting the vocabularies, punctuation and grammar
- Correcting writing errors, words duplication and omission

It can be said that teaching writing is to teach the students how to express the idea or imagination in written words. Naturally the purpose of teaching writing is to help the students to express, organize and develop their ideas well in written form. Here, the role of the teacher is needed to guide and help them to express, organize and develop their ideas to make their pieces of writing better.

D. Writing Skill

1. The Definition of Writing Skill

Generally, writing is a way a sending message from the writer to the reader. Similar to Donald Hall said on his book “*Writing Well*” that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R.Comleysaid that writing is a way of thinking as well as means of communication. Fred D. White also said that writing is more than public communication; is a way of thinking.²⁵

²⁵ Fred D. White, *The Writer's Art*, California; Wadsworth Publishing Company, 1986, p.7

Writing is an individual activity similar to Jo McDonough and Christopher Shaw said that writing, like reading, is in many ways individual, solitary activity.²⁶ Similarly, Trisha Phelps-Gunn and Dianna Phelps-Terasaki said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter.²⁷ They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities.

From the opinions above, writing is the way of thinking or sending message from writer to the reader which becomes the part of language or language skills and it also means communication.

2. The Purpose of Writing

The purpose of writing based on Penny Ur, “The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing”.²⁸

²⁶ Jo M.C. Donough and Christopher Shaw, *Materials and Methods in ELT*, Cambridge: Blackwell Publisher, 1993, p.164

²⁷ Trisha Phelps-Gunn and Diana Phelps-Terasaki, *Written Language Instruction*, London: an Aspen Publication, 1982, p.1

²⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Press, 1996, p.163

From the statement above, it can be conclude that the purpose of writing is to give a message to reader accordance the writing itself.

Meanwhile according to Adam U Kempler said that “ We write for many reason; To inform, to argue, to complain, to correct, to solve problem, to organize, to make money, to remember, to entertain, to mourn, to articulate emotion, to express imagination, to pass test, to fulfill assignment, to explore the world and ourselves, and enjoy life”.²⁹

Based on all of statement above, the writer get an understanding that no matter our writing is, it was done to express the idea and feeling to raise a purpose based on each importance.

3. The Process of Writing

Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students.³⁰ Process writing approaches tend to be framed in three stages of writing they are prewriting, drafting, revising, and editing³¹:

²⁹ Adam U. Kempler, *Adventures in Writing, An Introduction to the Writing Process with Reading*, UpperSaddde River: Prentice Hall, 2003,p.6

³⁰*The Effectiveness of Using an outline in Writing Expository Essay*, p. 36.

³¹Gebhard, *Teaching English as a Foreign or Second Language: A Teacher SelfDevelopment and Methodology Guide*. Ann Arbor: The University of Michigan Press, 2000, p. 226.

1. Prewriting

a. The Nature of Prewriting

The first stage of the writing process is called prewriting and the point at which we discover and explore our initial ideas about a subject. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas. According to Alice that prewriting is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic.³² According to Regina, in the prewriting stage, writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing.³³ There are several activities we can choose from in the prewriting stage. During prewriting we are creating or generating a lot of ideas about our topic. The most important part of prewriting is to generate as many ideas as possible. These prewriting activities include brainstorming, free writing, WH-Question, and clustering.³⁴

2. Drafting

³² Alice Oshima n Ann Hogue, *Introduction to Academic Writing*, Longman, 2007, p. 16.

³³ Regina L.Smalley.*RefisingCompisition Skill Rhetoric and Grammar*, p. 3.

³⁴ Ibid, p.4.

The next step is to write drafts, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. It will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all; this is just a rough draft. It will fix the errors later.³⁵ According to Regina drafting is the actual writing of the paragraph.³⁶

3. Revising/Editing

In this stage students look at their papers with fresh eyes and focus on how well their paper reflects what they were thinking.

a. Revising

Writing is a process. It is never perfect after the first attempt. The best part about writing is that there is time to go back and revise and edit the writing before it is submitted. Revising is the first step to improving a first draft. It is best to allow some time to pass between finishing the first draft and beginning the revising process. This allows the author to look at the draft with fresh eyes and, hopefully, more objectively. In revising the writer focus on the organization of ideas; do they have a logical flow? And also focus on the support for the topic. Do the ideas they incorporated support the main topic? Is their support weak? Are any sentences irrelevant to the topic? According to Regina revising is really rethinking or reseeding your

³⁵ Ibid, p.18.

³⁶ Regina L Smalley, *Refining Composition Skill Rhetoric and Grammar*, p. 8.

paper. During prewriting and drafting, you were mostly concerned with finding ideas and getting them down. You will need so shift from suspending judgments to making them. Now, you will need to evaluate your writing.³⁷

b. Editing

Editing is the last stages in the process writing. In editing the writer focus on the grammar, spelling and punctuation. Here students are looking at the language itself and how well it reflects their ideas. I usually explain that this is the icing on the cake. When there are no mistakes in grammar, punctuation or spelling the reader will not think twice about the language of the paper. But if there are excessive mistakes in grammar, punctuation or spelling, the reader will notice and not want to finish reading, no matter how well organized or well supported the paper is. According to Regina at this stage, the writer may need to rephrase or edit some of their sentences. Rephrase sentences that are not clear or not precise. Then check the sentences to make sure they are grammatically and mechanically correct.³⁸

³⁷ Ibid.

³⁸ Ibid, p. 9.

4. Assessment of Writing

Sabarun stated in Herlina, Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.³⁹

a. Process Assessment

Process assessment in the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurement for process assessment. Writing process checklist is kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

In conferences, the teacher meets with the students individually and discusses with them about the students' writing. The discussion is focused on any aspects of the writing process, which cover topic selection, prewriting activities, word choices, types of revision, and so

³⁹Herlina, *The Effectiveness of Using Concept Mapping in Recount Paragraph Toward The Students' Writing Ability at The Tenth Year of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah*, Unpublished Thesis, Palangka Raya : State Islamic College of Palangka Raya, 2012.

on. In addition, self-assessment encourages students to think about their purpose in writing and to reflect on what and how they are learning.

b. Product Assessment

Product assessment is defined as giving score to the students' final composition; it focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader.

The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency.

The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction.⁴⁰

In this study, the writer only uses product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applies in the study covers four components (content, organization, vocabulary, grammar, and spelling).

E. Recount Text

1. The Definition of Recount Text

There are some definitions of a recount text that are expressed in different ways by different experts, According to Blogger that recount are a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

⁴⁰Sabarun, *The Effectiveness of Using Outline in Writing Expository Essay*, STAIN Palangka Raya: Unpublished. 2010. P. 32

A recount text usually has three main sections. The first paragraph gives background information about who, what, where, and when (called an orientation). This is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have concluding paragraphs; however this is not always necessary.⁴¹

2. The Structure of Recount Text

- Generic Structure

- 1) Orientation tells who was involved, what happened, where the events took place, and when it happened.
- 2) Events (event 1 and 2) tell what happened and in what sequence.
- 3) Reorientation consists of optional-closure of events/ending.

- Sentence Connector of Recount Text

There are some connectors of recount text, they are:

- 1) First, second, third, etc.
- 2) Next
- 3) After that
- 4) Finally

- Language Features

- 1) Use specific participants (Ms.Sey, our cat, the shopkeeper)
- 2) Use simple past tense (she smiled, it barked, he pointed)
- 3) Use of action verbs (went, ate)

⁴¹ Mark Anderson and Kathy Anderson, *Text Types in English 3*, Macmillan: Education Australia PTY LTD, 1998, p. 24

- 4) Use chronological connection (first, then, next, etc.
- 5) Use of linking items to do with time (on Sunday, last Night, later, before, at the same time, next).⁴²

3. Example of Recount Text Using Guided – Questions Strategy

Parts of Recount Text and List of Questions	Outline	Recount Text
Introduction: <ol style="list-style-type: none"> 1. What is your unforgettable experience? 2. When did it happen? 3. Where did it happen? 	<ol style="list-style-type: none"> 1. Joined football club. 2. When I was Junior High school. 3. Junior High school. 	<p>When I was in the Junior High School, I joined football club. I joined the club because I love sports. I had football on Sunday mornings. One day my football club joined a football competition.</p>
Order: <ol style="list-style-type: none"> 4. What happened first? 5. What happened next? 6. What happened last? <p>Use “Connecting Words” to show the order of events.</p>	<ol style="list-style-type: none"> 4. Our club won the match. 5. We had to defeat one club to get the final. 6. We had lunch in cafeteria. 	<p>There were eight clubs joining the competition. At first, our club won the match. Then, we had to defeat one club to get to the final. Fortunately, we won again. After those two matches, we had lunch in the cafeteria. We were so impatient to play in the last game. It was the hard one because our opponent was very strong. Finally, we won the game with a nice score of 3-2.</p>
The end: <ol style="list-style-type: none"> 7. What was the last thing that happened? 8. How did it finish? 	<ol style="list-style-type: none"> 7. We won the game with a nice score. 8. We were so happy 	<p>We were so tired. However, we were happy and proud to be the winner of the competition. It was a very interesting competition in my experience.</p>

⁴² Department Pendidikan Nasional, *Materi Pelatihan Terintegrasi, Mata Pelajaran: Bahasa Inggris*, 2004.

4. Teaching Writing Recount Text Procedure in Senior High School

Teaching writing does not mean simply having students do grammar exercise in writing. It no longer means having students manipulate unfamiliar text that have no special meaning for them. Instead, students are writing about what they really want to communicate with someone else and what they really want a reader to know. The teachers want to give some demands to the students into writing as quickly and immediately possible in some lesson. This kind of instant writing helps to develop the students writing fluency, which is also part of writing proficiency, but which is not the same as the drawn out processes we have been writing.

Teaching writing is important in teaching language skill because writing helps the students in delivering some messages and also integrating with other skills. Anderson says that writing is an important part in curriculum in school that should be taught from the earliest year in the school from the basic level. He also adds that the new writer should consider three sources of input to help them get the content in writing, those are the topic, the writer's scheme, and the last is the sources in writing.⁴³

⁴³ Charles J alderson and Bachman F Lyle, *Assessing Writing*, Cambridge University Press, New York, p 5

The procedures in teaching writing recount text as follow:⁴⁴

1. Introduce the topic of writing text by asking students with they are consider a well formed text. Introduce the idea of concise sentences as being integral to good English written style.
2. Students focus on the recount text.
3. Students answer the question about their experience, the current information of the people that have described.
4. Ask students to write about their experience and connect to the social function, structure text, and language element of the recount text.
5. Provide feedback on the process and outcomes of learning of the recount text.

⁴⁴KementrianPendidikandanKebudayaan, Buku Guru BahasaInggris SMA/SMK Kelas X, cet 1, Jakarta, 2014