

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provided the review of related literature that discussed about related literature according to the research's point of view. It is consisted of definition of public school, definition of Islamic school, writing, recount text, writing assessment, and teaching by principle.

A. Definition of Public School

Public school education in Indonesia is divided into four institutes. The first is preschool education institute. The second is basis education institute (which consist of Elementary and Junior High School). The third is intermediate education institute (Senior High School). The last one is high education institute (College and University). Public school is intermediate level education after junior high school or equal education.¹⁴ SD, SMP, and SMA it is include into Public School because the system and the program based on the public relation or general subject in the school.

Public School is one of education of institutions that focused into science knowledge and restricts to classical method.¹⁵ Teaching learning process is the main activity of education in the school. Teachers used some methods to teach their students in order the students able to receive the knowledge which the teachers are conveyed. There are some methods for learning in the school; they are process skill approach, total learning strategy, educative interaction process

¹⁴Abu Ahmadi and Nur Uhbiyah, *Ilmu Pendidikan*, Jakarta: PT Rineka Cipta, 1991, p.96

¹⁵Ismail Wahyuni, *Analisis Komparatif Perbedaan Tingkat Religiusitas Siswa di Lembaga Pendidikan Pesantren, MAN dan SMUN*, p. 92

method, speech method, and discussion method. It is differ than Islamic School which is most of the lessons, systems and the program of learning activity refers to the religion knowledge.

B. Definition of Islamic School

Islamic School is the intermediate level education that has two focuses such as science and religion knowledge.¹⁶ It has similarities with the Public School which has three levels such as Islamic preschool education institute it can be called as Raudhatul Athfal. The second is basis education institute (which consist of Islamic of Elementary and Islamic Junior High School) it can be called as Madrasah Ibtidaiyah and Madrasah Tsanawiyah. The third is intermediate education institute (Islamic Senior High School) it can be called as MAN or MA/MAS. The last one is high education institute (Islamic College and Islamic University) as we know STAIN, IAIN, and UIN is include in the Islamic School.

C. Writing

1. The Nature of Writing Ability

Writing is never a one-step action; it is an ongoing creative act.¹⁷ Brown stated that Writing is a way to end up thinking something you couldn't have started out thinking.¹⁸ According to Oxford, writing is the activity or occupation of writing e.g. books, stories, or articles.¹⁹ From the definition above, the writer can conclude writing is one of the ways to

¹⁶*Ibid*, p. 92

¹⁷*Ibid*, *Introduction to Academic English*

¹⁸H.D Brown, *Teaching by Principles*, San Fransisco: Person Education Company, 2001, p. 335

¹⁹A.S Hornby., *Oxford Advanced Learner's Dictionary*, p. 1383

communicate and using language, the main purpose of it is to express ideas clearly in the form of messages written language and must be understood by the reader.

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer the information from their mind to the readers. The ability she or he has includes all the correct grammatical aspects of the language she or he is writing, the type of the information he or she is transferring, and the rhetoric's she or he is conducting in a communicative event too.

The concept of writing as a skill needs to be differentiated from writing as a text. As a skill writing is defined as a productive written language skill. On the opposite, writing a text is a piece of written information. It is a result of writing activity. As a skill, writing is a level academic achievement. It is based on a specific kind of knowledge, i.e., the linguistic knowledge and the knowledge of the world. In addition to that, it is the result of an academic training. On the other hand, writing a text refers to any meaningful linguistic unit. Meaningful means full of meaning in a context. Context can be both linguistic context and non linguistic context. Linguistic context is any linguistic unit before and

after the next. Non linguistic context is the one which is not a linguistic unit.²⁰

Academic writing is the kind of writing used in high school and college classes. It is different from creative writing, which is the kind of writing a story. It is also different from personal writing, which is the kind of writing letters or e-mail to others people. Creative writing and personal writing are informal, so that's the reason we may use slang, abbreviations, and incomplete sentence. However academic writing that include into formal learning, that never use slang or contractions, also we have to take care of writing complete sentences and organizing it in certain way.²¹

Based on the explanation, it can be conclude writing is one of requirements that learnt by college students in developing four skills of English (reading, listening, speaking and writing), it is include into productive skill and also writing is used to record something, explaining, informing, and influencing the readers.

²⁰Sanggam Siahaam, *The English Paragraph*, p. 2-3.

²¹Ibid, *Introduction to Academic English*, p. 3.

2. Paragraph Writing

Paragraph is a piece of written text. It contains several sentences. It can be classified into three parts; they are the beginning, body and the ending. As a text, a paragraph contains several sentences which can be classified into three parts.

a. Topic Sentence

The first part of the paragraph is called the beginning. Commonly it only has one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence. Technically it is also called the topic sentence.

b. Supporting Sentence

The second part is called the body. It contains several supporting sentences. Each of the sentences elaborates the topic sentence. Writers usually classify them into some types according to their function. The first type is called the major supporting sentences. Each of them is about each main point of the divisions of the topic sentence. They are directly related to the topic sentence. A good paragraph must have several major supporting sentences. The second type is called the minor supporting sentences. A major supporting sentence may have one or more than one minor supporting sentence. Each of them is about the major supporting sentence they elaborate. They directly relate to the major supporting sentence. They also elaborate the topic sentence,

but they indirectly relate to it. In a complicated paragraph, a minor supporting sentence may also have one or more than one sub-minor supporting sentence.

c. Concluding Sentence

The third part is called the ending. It is a complete sentence. It concludes the development of the paragraph. It closes the paragraph. As the ending it is always at the end of the paragraph. Technically, it is also called the concluding sentence. It can be defined then that a paragraph is a piece of writing which contains a topic sentence, some supporting sentences and a concluding sentences.²²

A paragraph can be viewed from its writing process. It is seen from the result of investing its main topic and controlling idea. Writing a paragraph also involves the invention of some details for the main topic and the controlling idea. Simultaneously it is the result of finding certain words, phrases, clauses, and sentences to express the topic with the idea. In addition to that, it is also the result of organizing the sentences in the paragraph. From the view point of writing process, a paragraph as the production of a written language skill involves some steps to express a main topic and controlling idea in a piece of writing.

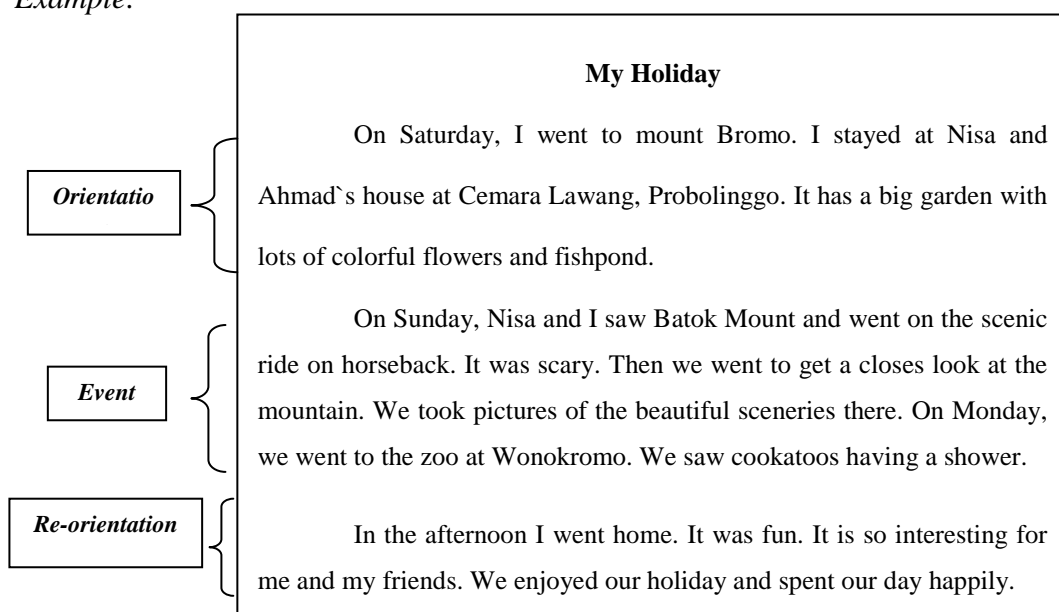
²²*Ibid*, p. 5-6

A paragraph like a sandwich. The topic sentence and concluding sentences are two pieces of “bread” and enclosing the “meat” is supporting sentence.

D. Recount Text

Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. It tells about something that happened in the past.²³ The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. A writer or speaker uses a recount to tell us about a story or an event. Recounts can be personal, factual or imaginative. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.

Example:



²³Anderson Mark and Anderson Kathy, *Text Type in English*, Australia: Macmilan, 1997, p. 48

1. Generic Structure of Recount

Generic structure or rhetorical structure is a package of events in a text. This generic structure will explain how the stages move through to attain the purpose. Every genre has its generic structure, so do the recount. The generic structure of recount are :

- a. Orientation : Introducing the participant, place, and time.
(when, where, who, etc)
- b. Events : Describing series of event that happened in the past (what happened)
- c. Reorientation : Closure of the events. It is optional. Stating personal comment of the writer to the story

2. Language Feature of Recount

Language features are about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this case. Language features of recount are:²⁴

- a. Introducing participant : I, we, they, my family, etc.
- b. Using Temporal Sequence : Then, first, etc.
- c. Using linking verb : was, were, went, met, etc.
- d. Using action verb : look, go, see, etc.
- e. Using Simple Past Tense

²⁴*Ibid*, p.50

3. Constructing a Written Recount Text

Board of studies the steps for constructing of written recount text are:²⁵

- a. The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

E. Writing Assessment

Assessment is a written English text in which the writer explains the process. This involves in the formation (evolution) of a socio cultural phenomenon as a natural phenomenon.²⁶ Assessment of any kind should inform our instruction. That is, we assess to see how students are doing, to see how well we’re teaching, and to get a sense of what skills need to be taught. The writing assessment form (WAF) can be used to document students’ growth while inviting them to experience success.²⁷

In the teaching of writing we can focus on the product of that writing process itself. When concentrating on the product we are only interested in the

²⁵*Ibid*, p.50

²⁶Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p. 143

²⁷Johnson and Andrew P, *Teaching Reading and WRITING : A Guidebook for Tutoring and Remediating Students*, U.S America: Rowman & Littlefield Education, p. 213-216

aim of a task and in the end product. Those who advocate a process approach to writing, however pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phrases, editing, redrafting, and finally publishing their work, a process approach aims to get to the heart of the various skills that should be employed when writing. In its simplest form a process approach asks students to consider the procedure of putting together a good piece of work.

In reality the writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting and writing are done in a recursive way. One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some order way; time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways before, perhaps changing the focus, generating more ideas, redrafting and re-editing and so on. This cannot be done in fifteen minutes. However, the various stages may well involve discussion, research, language study, and a considerable amount of interaction between teacher and students and between the students themselves, so that when process writing is handled appropriately it stretches across the whole curriculum.

There are times when process writing is simply not appropriate, either because classroom time is limited, or because we want students to write quickly as part of communication game, or when working alone, we want them to compose a letter or brief story on the spot.²⁸ Based on the explanation above, between

²⁸*Ibid*, p. 258

process and product in writing it has advantage and disadvantage. However, in process of writing spending many times in making a written, it helps in the producing the good written or the better result. So, the writer must pay any attention to some criteria in pre-, whilst-, and after making a written.

In addition, to know the writing ability students needs an assessment by using measurement writing test. In writing test, language features is the most important aspect in productive skill like the explanation and the details above. Product assessment is measuring students' result of the test toward students' ability in making result of work and the quality result of students'. In assessing students' result there are two concept assessments, the first one is student assessment is the choice and the second is the way in using the instruments and procedure. Besides that, there are three types in product assessment in assessing toward technique quality or the results:²⁹

1. Planning

Assessing students' ability in organizing, developing and designing the product.

2. Processing

Assessing students' ability in selecting and using the material, instrument, and the technique

3. Appraisal

Assessing the students' product based on the criteria that had decided

²⁹Sri Wahyuni and Abdul Syukur, *Asesmen Pembelajaran Bahasa*, Refika Aditama:Bandung, 2012, p. 77-78

The writer also prepares the scoring guide for paragraph writing in recount such as bellow³⁰.

Table 2.1

Scoring Rubrics in Making Recount Paragraph

Components	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable, substantive and relevant to assigned topic such as: a. Orientation: introducing the participant (when, where, who) b. Event: explaining about the problem/event c. Re-orientation: closure the event
	26-22	Good to average	Adequate range, mostly relevant to topic, but lack detail in: a. Orientation: introducing the participant (when, where, who) b. Event: explaining about the problem/event c. Re-orientation: closure the event
	21-17	Fair to poor	Little substance, inadequate development of topic of recount text
	16-13	Very poor	Not-substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very	Fluent expression, ideas clearly

³⁰Adapted from J. Charles A., and Lyle F.B., *Assessing Writing*; Sara Cushing Weigle, Cambridge University Press: Cambridge, 2002, p. 116

	17-14	Good to average	<p>stated or supported, succinct, well organization, logical sequencing and cohesive in:</p> <p>a. Orientation</p> <p>b. Event</p> <p>c. Re-orientation</p> <p>Loosely organized but main ideas stand out, limited support and logical but incomplete sequencing about:</p> <p>a. Orientation</p> <p>b. Event</p> <p>c. Re-orientation</p>
	13-10	Fair to poor	<p>Non-fluent, ideas confused or disconnected and lacks logical sequencing and development about:</p> <p>a. Orientation</p> <p>b. Event</p> <p>c. Re-orientation</p>
	9-7	Very poor	<p>Does not communicate, no organization or not enough to evaluate based on the paragraph recount</p>
Vocabulary	20-18	Excellent to very good	<p>Effective word or choice and usage, word form mastery and appropriate register in:</p> <p>a. utilizing a word in paragraph recount</p> <p>b. using various diction</p>
	17-14	Good to average	<p>Adequate range, occasional errors</p>

	13-10	Fair to poor	<p>of word form, choice, usage but meaning not obscured in</p> <p>a. utilizing a word in paragraph recount</p> <p>b. using various diction</p> <p>Frequency errors of word form, choice, usage and meaning confused or obscured in</p> <p>a. utilizing a word in paragraph recount</p> <p>b. using various diction</p>
	9-7	Very poor	<p>Little knowledge of English vocabulary, word form or not enough to evaluate based on the paragraph recount</p>
Language Use	25-22	Excellent to very good	<p>Effective complex constructions, few errors of agreement, tense, word order or function, pronouns such as:</p> <p>a. Using simple past tense</p> <p>b. Using action verb</p> <p>c. Using temporal sequence</p> <p>d. Using specific participant</p>
	21-18	Good to average	<p>Effective but simple constructions, minor problems in complex constructions, several errors agreement, tense, word order or function, pronouns, but meaning seldom obscured in language features of paragraph recount such as:</p>

	17-11	Fair to poor	<ul style="list-style-type: none"> a. Using simple past tense b. Using action verb c. Using temporal sequence d. Using specific participant <p>Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, word order or function, pronouns and meaning confused or obscured in language features of paragraph recount such as:</p> <ul style="list-style-type: none"> a. Using simple past tense b. Using action verb c. Using temporal sequence d. Using specific participant
	10-5	Very poor	<p>Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate based on the paragraph recount</p>
Mechanics	5	Excellent to very Good	<p>Demonstrates mastery of convention, for instance:</p> <ul style="list-style-type: none"> a. Few Errors of Spelling b. Few Errors of Punctuation c. Few Errors of Capitalization d. Few Errors of Paragraphing
	4	Good to Average	<p>Occasional errors in some points, for instance:</p> <ul style="list-style-type: none"> a. Spelling b. Punctuation

	3	Fair to Poor	c. Capitalization d. Paragraphing e. Meaning Confused Or Obscured Frequent errors in some points , for instance: a. Spelling b. Punctuation c. Capitalization d. Paragraphing e. Poor Handwriting f. Meaning Confused or Obscured
	2	Very Poor	No mastery of conventions, dominated by erros of; a. Spelling b. Punctuation c. Capitalization d. Paragraphing e. Handwriting f. Illegible or not enough to evaluate

F. Teaching by Principles

Brown stated that he found that about how to best teach a second language in the classroom. While, many mysteries still remain about how and why learners succesfully acquire second language, it is appropriate for a teacher to focus on what the teacher do know, what the teacher have learned. We can see that many of teachers' choices are grounded in established principles of language

learning and teaching. By perceiving and internalizing connections between practice and theory, teaching is likely to be “enlightened”. There are twelve principles of second language learning that interact with sound practice and on which teaching can be based. It is divided into three main parts such as cognitive principles, affective principles, and linguistic principles.

1. Cognitive Principles

Cognitive principles had related mainly to mental and intellectual functions. There are some levels include into cognitive learning objectives such as remembering, understanding, applying, analyzing, evaluating, and creating. All the cognitive learning is related to the knowledge There are five points that include in the cognitive principles, in the following below:

a. Automaticity

The principle of automaticity may be stated that “Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity”.

b. Meaningful Learning

Meaningful learning will lead toward better long-term retention than rote learning.

c. The Anticipation of Reward

The anticipation of reward's principle stated that human beings are universally driven to act or "behave" by the anticipation of some sort of reward-tangible or intangible, short term or long-term that will ensue as a result of the behavior. Virtually, everything we do is inspired and driven by a sense of purpose or goal. According to Skinner toward this principle is the most powerful factor in directing one's behavior.

d. Intrinsic Motivation

The main of this principle is "*The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior itself is self-rewarding therefore, no externally administered reward is necessary*".

e. Strategic Investment

The principle of strategic investment is "*successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language*".

2. Affective Principles

Affective principles characterized by a large proportion of emotional involvement. It seen from feeling about self, relationships in a community of learners, and about the emotional ties between language and culture. There are four points that supported the main principles, for instance:

a. Language Ego

The language ego principle might also affectionally called the warm and fuzzy principle, which all second language learners need to be treated with affective tender loving care. It can be stated that *“As human beings learn to use a second language, they also develop new mode of thinking, feeling, and acting a second identity. The new language ego, intertwined with the second language, can easily create within the leaner a sense of fragility, a defensiveness, and a raising of inhibitions”*.

b. Self-Confidence

Some immediate classroom applications of this principle emerge. First, give ample verbal and nonverbal assurances to students. It helps a student to hear a teacher affirm a belief in the student's ability. Second, sequence techniques from easier to more difficult. In this main of all learning is in the person's belief in his or her ability to accomplish the task. The simple statement such as *“learner's belief*

that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual succes in attainingt he task”.

c. Risk-Taking

This principle strikes at the heart of educational philoshopy. Many instructional contexts around the world do not encourage risk-taking; instead they encourage correctness, right answers, and withholding guesses. Most educational research shows the opposite to be more conducive to long-term retention and intrinsic motivation. It can be underlined such as *“succesful language learners, in their realistic appraisal of themselves as vulnarable beings yet capable of accomplishing tasks, must be willing to become “gamblers” in the game of language,to attempt, to produce and to interpret language that is a bit beyond their absolute certainty”.*

d. The Language-Culture Connection

Language and culture are intertwined. A second aspect of the language-culture connection is the extention of students to be affected by the process of acculturation with themselves. It can be stated as *“whenever a teacher teach a language, the teacher also teach a complex system of cultural costums, values, and wayas of thinking, feeling and acting”.*

3. Linguistic Principles

The last category is linguistic principles, it centers on language itself and how learners deal with these complex linguistic systems. There are three subpoints that supported linguistic principles, for instance:

a. The Native Language Effect

The principle of the native language effect stresses the importance of that native system in the linguistic attempts of the second language learner, such as in the statement *“the native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient”*. The most often focus in this principle is when the teacher’s feedback on interference.

b. Interlanguage

The principle of interlanguage said that *“second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful interlanguage development is partially a result of utilizing feedback from others”*. While in the interlanguage of second language learners varies considerably between systematic and unsystematic

linguistic forms and underlying rules, one important concept for the teacher to bear in mind is that at least some of learner's language may indeed be systematic.

c. Communicative Competence

The most important linguistic principle of learning and teaching such as *“given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components; organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world”*.

The twelve principles that have just been reviewed are some of the major foundation stones for teaching practice. While they are not by any means of an exhaustive, they can act as major theoretical insights on which techniques and lessons and curricula be based.³¹ In the teaching learning strategies that has mentioned before, there are some language learning strategies which used in the class such as meta-cognitive, affective, social, cognitive, compensation and memory. It based on the teacher's strategies and methods' application in the classroom.

³¹H.D Brown., *Teaching by Principles*, p. 54 - 70