

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing

Dulay state that writing is the only mode in which both linguistics manipulation tasks and communications tasks have been given.¹⁸ Fuziati also gives statement that writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.¹⁹ In the other words, Nunan also states that writing activity as commonly conceived, is a highly sophisticated skill combining a number of diverse elements, only of which are strictly linguistic.²⁰

According to *Oxford Advanced Learner's dictionary* that writing is the activity or occupation of writing e.g. books, stories or articles.²¹ Writing is the representation of language in a textual medium through the use of sign of symbols. Writing began as a consequence of the burgeoning needs of accounting. Writing more particularly, refers to things, writing as a noun, the thing is written, and writing as a verb which designates the activity of writing. It refers to inscription of characters on a medium,

¹⁸Heidi Dulay, et al, *Language two*, New York: Oxford University Press, 1982, P. 226.

¹⁹Endang Fauziati, "Teaching English as a Foreign Language," Muhammadiyah University Press :Surakarta, 2002, P. 151.

²⁰David Nunan, *Language Teaching Methodology " A Text book For Teacher"*, P. 155.

²¹Jonathan Crowther, *Oxford Learner's Dictionary of Current English*, New York: Oxford University Press, 1995, P. 1385.

thereby forming, words, and longer units of language, known as texts. It also refers to the creation of meaning and information thereby generated.²²

According to *The English Paragraph* that writing is the written productive language skill is called writing. It is the skill of writer to communicate information to reader or group of readers. Her/his skill is also realized by his or her ability to apply the rule of language she or he is writing to transfer the information she or he has in her or his mind to her or his readers effectively. 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 she or he is transferring, and the rhetoric's she or he is conducting in a communicative event too.

Based on the explanation above it can be stated writing is an active productive skill and it will be used to communicate and to pour out ideas in our mind and more clearly, writing is an act or process to produce some information from arranging and combining the words or sentences in order to expressing the idea in right grammatical, so the message can be received by the reader from our mind in the form of words or writing. Also Writing is used by the educated people to record something, to report, to explain, to inform, to ensure and to influence the readers.

²²M. Joy Reid, *Teaching ESL Writing*, California:Prentice Hall Regents,1993, P. 2.

1. The Types of Writing

An article states that writing can be divided into four main categories; they are description, exposition, argumentation and narration. It will be explained in the following ways:²³

- a. Exposition is a writing form in which it includes most of people, read and write magazine or article and so forth.
- b. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.
- c. Description is kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.
- d. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.

2. Writing Products

Writing is never a one-step action. Writing as one productive skill has products. Writing process guides students from the topic to the finished product.

There are three types of writing products:

a. Text Completion

Text completion is a kind of writing product where the process is completing blanks in a text. Completing missing words in a text is a piece of

²³Rahmadi Nirwanto, *An Enrichment Material for Writing IV Especially Prepared for the Students of the English Department of the State College of Islamic Studies (STAIN) of Palangka Raya*, Palangka Raya: Unpublished, P. 9.

writing narrative story. Narrative is a story that gives a series of events. This story tells the events chronologically in order to entertain the readers and the readers also can identify the moral value of the story.

A story is consisted of some paragraphs that have correlation each other. In text completion, some words are missed. In completing a text the readers should choose the suitable words that provided (suitable words are usually provided in a box). The blanks in the passage have to be completed with the use of a word that can convey the action which is adequate to be used with the noun. The blanks in the passage also have to be filled by the readers with the concentration of the words after and before the blank so that the readers can choose the suitable word in order to complete the text. In other words, The blank in the passage is required to be filled after analyzing the entire passage carefully.²⁴

b. Jumbled Sentences

Jumbled Sentences series is designed for beginners to improve their writing skills. This app offers an easy and interactive way for beginners to learn the word order in a fun way. Jumbled Sentence questions require students to complete a sentence by selecting words or phrases from a drop-down list. The same drop-down list appears for all blanks and can include both correct answers

²⁴Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York: Longman, 2007, P. 16.

and distractors. Up to 20 different words or phrases can appear on the list. Jumbled Sentence questions are graded automatically.²⁵

c. Essay

Essay is a short piece of writing that tells a person's thoughts or opinions about a subject.²⁶ Essays are brief, non-fiction compositions that describe, clarify, argue, or analyze a subject. Essays are shorter pieces of writing that often require the student to hone a number of skills such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. As is evidenced by this list of attributes, there is much to be gained by the student who strives to succeed at essay writing.

The purpose of an essay is to encourage students to develop ideas and concepts in their writing with the direction of little more than their own thoughts (it may be helpful to view the essay as the converse of a research paper). Therefore, essays are (by nature) concise and require clarity in purpose and direction. This means that there is no room for the student's thoughts to wander or stray from his or her purpose; the writing must be deliberate and interesting.²⁷

²⁵Regina L. Smalley, *Refining Composition Skill Rhetoric and Grammar*, New York: Pearson Education, Inc, 2000, P. 3.

²⁶Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, Ann Arbor: University of Michigan Press, 2006, P. 226.

²⁷H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Longman, 1980, P. 350.

B. The Nature of Authentic Materials

Authentic text is a text learned by the students to get information. Harmer in Guariento defines authentic texts as materials that are designed for native speakers; they are real text and they are designed not for language learner, but for the speakers of the language.

Meanwhile, Guariento refers authentic texts as texts that are not written for language teaching purposes. The real texts that are learned by the students embrace all real-life in daily life. Authentic texts have been defined as "...real-life texts, not written for pedagogic purpose."²⁸

C. Important Factors in Choosing Authentic Materials.

There are some factors in choosing authentic reading materials. Taylor gives four main criteria in choosing the texts used in the classroom. They are suitability of content, exploitability, readability, and presentation.²⁹

1. Suitability of Content

Here, the texts have been learned by the students must be interesting, because it is very important to improve their knowledge. In choosing of material or texts it should be based on the students' ability to know what they want, in this case is learning the real text. For instance, the students learn about "how to keep the healthy".

²⁸Guariento W. et al, *Text and Task Authenticity in the EFL Classroom*, P. 228.

²⁹D. Taylor, *Inauthentic authenticity or Authenticity Inauthentic?*, Oxford: Oxford University Press, 1994, P. 119.

The text above is relevant with the students' need and of course, the students will be easier to know the authenticity of text learned in the classroom activity.³⁰

2. Exploitability

Exploitability is how the students increase their competence as readers, how the texts are exploited for teaching purposes, what purpose should the text be exploited, and what skills used the texts or strategies can be developed by exploiting the text itself.

3. Readability

In this case, the texts that have been given to the students are categorized easy or difficult, it depends on the students' understanding about the text. In this case, the teacher chose the easiest materials, so that the students are able to read and understand the text. For example, "how to make a glass of coffee". Then, the teacher gives some kinds of recipes to make it.

Then, the vocabularies used must be relevant with the students need. Because when they are given the difficult words, so they will have difficulty to understand the text, but if the vocabularies used are easy, so they will understand the text easier and the teaching and learning process will run better.

Readability is used to describe the combination of structural and lexical difficulty of a text, as well as to find a new vocabulary and some new grammatical

³⁰*Ibid.*, P. 120.

rules. It is important to increase their knowledge in English language as a foreign language.³¹

4. Presentation

In this case, authentic materials can be presented with variety of the texts, because the students will be bored when they are dealing with only one subject area. The authentic materials can be presented by using pictures, diagrams, photographs, etc. They will help the readers not only to understand the meaning of the texts but also how to use them. Of course, here, an attractive text will attract the readers to learn the text better.³²

D. The use of Authentic Materials

Guerinto & Morley states that the use of authentic materials is available used in classroom. Students will understand the vocabulary in the target language and all of the structures used. Guerinto & Morley also say that at lower level, the use of authentic materials may be interested because students feel motivated and less frustrated. Then, they state that the use of authentic materials is a burden of the instructors in teaching the beginners, they have to spend a lot of time to prepare authentic materials. One of the main ideas of using authentic materials in the classroom is to describe the learners as much as possible about the real language.³³

³¹*Ibid.*,P. 121.

³²C. R. Hancock, *Selecting Authentic Material*, Loncolnwood, IL: National Textbook C,1994, P. 150.

³³Guariento W. et al, *Text and Task Authenticity in the EFL Classroom*, P.229.

E. Aspects of Using Authentic Materials in the Classroom.

The aspects of using authentic reading materials in the classroom consist advantages and disadvantages to the learners.

1. Advantages of Authentic Materials

Authentic materials are materials that are given to the students from the native speaker and they can be applied outside of the classroom. When the students are studying about authentic materials, they will find some problems especially language structure. Although in the authentic materials they will be faced by some problems, but they will get the advantages of using authentic materials in the classroom. According to Chavez, the main advantages of using authentic materials are as follows:³⁴

- a. It has a positive effect on students' motivation
- b. It gives authentic cultural information
- c. It exposes students to the real language
- d. It relates more closely to students need
- e. It supports a more creative approach to teach.
- f. It increases students' vocabularies

One of the aims of the authentic materials is to help the students react in target language learning. Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which

³⁴Chavez, *Learner's Perspectives on Authenticity*, New York: Addison-Wesley Longman, 1998, P. 104.

different reading skills are required. Therefore, we can claim that learners are being exposed to the real language and they feel that they are learning the real language.³⁵

Then, culture is very important in authentic materials learning, because in this case, the students will be easier to know west culture, such as how they speak, how they meet with the other people and how they do interaction. Westerhuis defines 'culture' as the customs, values, laws, technology, artifacts, and art of particular time of people. There is a culture that can be followed and a culture that cannot be followed as well, it depends on how we face that culture and how to overcome the difficulties we face.³⁶

2. Disadvantages of Authentic Materials

Taylor states that the disadvantages in using authentic materials is difficulty of complex language structures, because it comes from the native speaker. The language structure used are not perfect so that it is difficult to understand, while non-authentic text will be easier to be understood because the structure used are perfect.³⁷

³⁵*Ibid.*, P. 105.

³⁶D. Taylor, *Inauthentic authenticity or Authenticity Inauthentic?*, P. 122.

³⁷*ibid.*, P. 126.

F. The Use of Authentic Materials in Writing

As far as teaching writing is concerned, a teacher can make very good use of authentic materials by highlighting real language use in various real life materials like advertisements etc. and also by assigning them tasks based on them. Nunan claims that sometimes classroom teachers need to provide different materials so that they can bring in variety into the activities.³⁸ He also gives example in the online journal of “using comic strip to teach narrative writing. He refers to the use of comic strips which motivate the learners to work around it and build up a written piece of work where the learners find interesting ways to express their ideas. Moreover, there are different types of writing such as essay, short stories, paragraph, project work etc. By using authentic materials, writing as a skill can be effectively taught to the students. As Nunan said authentic materials helps the students learn and use the foreign language more indicative.

G. Teaching English Writing Recount Text Using Authentic Materials

To implement authentic materials media in teaching of writing at the junior high school there are pedagogical activities to be done. They are Pre- Writing, Whilst Writing and Post-Writing.³⁹

In Pre-writing activity, the class activity was focused on stimulating the students’ background knowlegde by asking some questions about students’ past

³⁸David Nunan, *Language Teaching Methodology* “A Text Book for Teacher”, P. 212.

³⁹Alejandro Martinez, *Authentic Materials: An Overview* [online], Mexico City: 2002. Available at <www3.telus.net/linguisticsissues/authenticmaterials.html> (accessed April 19, 2012).

experience in a holiday, having students brainstorming on topic and explaining the objective of the task.

In whilst writing activity, the teacher gave papers containing recount text that taken from ebook related to the lesson, then asked students to read and understand the text. In the first and second meeting the writer used text entitled “A Trip to The Eden Project”. In the third and fourth meeting the writer used text entitled “My Best Holiday”. Both of them were taken from Ebook. This text can be classified as authentic materials because this text is suitable with what they want, categorized as easy and can increase students competence since they are interested in these texts. When the students had read the texts, the teacher explained the topic of lesson. The teacher asked students to write and question words that they think difficult to understand then she explained the meaning of difficult words by giving the synonym of those words to answer students’ questions. If the students still could not understand the teacher’s explanation then the teacher explained it by using Indonesia Language. After that, the teacher asked the students to make some simple sentences in form of recount and to complete the recount text with suitable words that provided. She monitored the students activity and revised the students writing. The class activity in this section was focused on guiding and assigning the students to identify varied vocabularies and its meanings, to obtain the writing of task. They found out their idea and poured it in their writing. Then they developed the idea to be a good writing.

In Post-Writing activity, the class activity was focused on having students revising their tasks. In this sense, the teacher guided and assigned students to correct their answers.

H. The Nature of Recount Text

A recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities.⁴⁰

1. Social function of recount text

A recount has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary/story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.⁴¹

⁴⁰K. Matsuta, *Application for Using Authentic Materials in the Second Language Classroom*, Japan: Asia University Cele Departement,2003, P. 115.

⁴¹*ibid.*,P. 116.

2. Types of Recount text

In exploring how text work there are three types of recount. They are:⁴²

a. Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

Language features of personal recount are:

- 1) Use of first pronoun (I, we).
- 2) Personal responses to the events can be included, particularly at the end.
- 3) Details are often chosen to add interest or humor.

b. Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- 1) Use of third person pronouns (he, she, it, they).
- 2) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- 3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- 4) Mention of personal feelings in probably not appropriate.

⁴²*Ibid.*,P. 117.

- 5) Details of time, place, and manner may be need to be precisely stated (e.g. at 2:35 pm, between John st, and Park rd, the man drove at 80 kbp).
 - 6) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
 - 7) The passive voice may be used (e.g. the breaker was filled with water).
 - 8) It may be appropriate to include explanations and satisfactions
- c. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

3. Generic structure of recount text

The generic structure of recount text is shown in the following table:⁴³

Table 1.1
Generic Structure of Recount Text

Generic Structure	Functions
Orientation	Setting scene and giving the necessary background information such as, who, when, where, what, and why.

⁴³Jenny Hammound, *et. al.*, *English for Social Purposes "A Handbook for Teachers of Adult Literacy"*, Sydney: Macquarie University, 1992, P. 78.

Events	Retelling the event in chronological order or logical sequences, usually in past (there is no complication in recount)
Reorientation	Including a personal comment or opinion and closing a statement.

4. Language features of recount text

The language features usually found in a recount:⁴⁴

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to locate events in relation to speaker`s or writer`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

5. Example of recount text

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

⁴⁴*Ibid.*, P. 119.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain.

We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.⁴⁵

I. Experimental Study

An **experiment** is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduced change and then observed the consequences of that change. Only research problem that permit a researcher to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing

⁴⁵*Ibid.*, P. 120.

evidence of the effect that one variable has on another.⁴⁶ The essential requirements for experimental research are control, manipulation of the independent variable, observation and measurement.⁴⁷

1. Control

Control of variables is the essence of the experimental method. When a study is completed, researchers want to attribute the outcome to the experimental treatment. To do this, they must eliminate all other possible explanations by controlling the influence of irrelevant variables. Without control it is impossible to evaluate unambiguously the effects of an independent variable or to make inferences about causality.⁴⁸

2. Manipulation

The **manipulation of an independent variable** is a deliberate operation performed by the experimenter. In educational research and other behavioral sciences, the manipulation of an independent variable involves setting up different *treatment* conditions. Treatment is another word for the experimental manipulation of the independent variable. The different treatment conditions administered to the subjects in the experiment are the *levels* of the independent variable.⁴⁹

⁴⁶Donald Ary et al, *Introduction to Research in Education*, 8th edition, Canada:Wardsworth, 2010, P. 265.

⁴⁷*ibid.*, P. 266

⁴⁸*ibid.*, P. 267

⁴⁹*ibid.*, P. 267

3. Observation and Measurement

After applying the experimental treatment, the researcher observed to determine if the hypothesized change had occurred. Some changes can be observed directly, whereas other changes are measured indirectly. Learning, for example, is often the dependent variable in educational research. Researchers cannot measure learning directly. They can only estimate learning through scores on an achievement test or other measures chosen according to the operational definition. Therefore, strictly speaking, the dependent variable is observed scores rather than learning perse.⁵⁰

4. T-test

T-test is a statistical procedure used to compare responses from two groups. T test is generally applied to normal distribution which has a small set of values. This test compares the mean of two samples. T test uses means and standard deviations of two samples to make a comparison.⁵¹

In this study the writer used T-test to find the significant effect of using authentic materials media to improve students' abilities in writing recount paragraphs. Also in this study, the writer has two variables; 1 independent variable and 1 dependent variables.

⁵⁰*Ibid.*, P. 269.

⁵¹Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2003, P. 92.