

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Related to the study, before conducting the study, the researcher reviews some related previous studies. These previous studies give insight into the issues discussed in this study.

There were some relevant studies related to the use of Project based learning to improve students' writing ability entitled This experimental study aims at investigating the effect of Project Based Learning (PBL) and students' perceived learning discipline on students' writing competency of the eleventh grade students of SMAN 5 Mataram. PBL is a teaching method which underlies on the project given to the students. Besides teaching method, learning discipline is taken into account because it is predicted can affect the students' achievement in learning a foreign language. This research involved three type variables, namely: teaching method as an independent variable, learning discipline as a moderator variable, and students' writing competency as the dependent variable. To conduct this research, 80 students were selected as the sample. The design of this research was 2x2 factorial design. Data were collected by an instrument called posttest which is essay type test. The acquired data were analyzed statistically by two way ANOVA. This research discovers: 1) there is a significant effect of PBL on students' writing competency, 2) there is no significant effect of the interaction between teaching methods (PBL and conventional teaching method) and students'

learning discipline level (high and low levels) on students' writing competency, 3) PBL has significant effect for both high and low discipline students. Based on the analysis, PBL has a positive effect on students' writing competency. So, it is recommended to apply this teaching method in a writing class as an alternative way to improve students' writing competency.⁷

A research entitled Project-based learning (PjBL) has been found to be effective to increase student learning achievement, acquiring knowledge through active learning, gaining interdisciplinary and multidisciplinary knowledge, taking responsibility for the learning, acquiring communication skills and methods of decision-making, and also enhancing student self-esteem, but PjBL can be conducted in a variety of discipline areas, meanwhile Multiple intelligence (MI) is a psychological theory that addresses what the human brain does with information. It defines intelligence as the capacity to solve problems or fashion products that are of value. Understanding what MI are and how they work can help students take advantage of their unique knowledge and skills. This study introduces an online project-based learning model based on student's Multiple Intelligence, and it presents the synthesized model by using the focus group discussion from ten experts. This model consisted of five modules as 1) multiple intelligence test module, 2) multiple intelligence classification modules, 3) PjBL & KM module, 4) online learning module, and 5) rubric evaluation module. The results of the synthesized model on empirical evaluation

⁷ Chikita, G.. P, Padmadewi, Ni Nyoman, Suarnajaya & Wayan I. 2013. *The Effect Of Project Based Learning And Students' Perceived Learning Discipline Toward The Writing Competency Of The Eleventh Grade Students Of Sman 5 Mataram*

by experts showed that they accepted the model at a very good level (Mean = 4.53, S.D. = 0.50). In conclusion, this can be used to synthesize models to complete the project-based online learning successfully.⁸

This research aims at improving the students' writing skills at grade XI of SMA N 2 Sleman through the use of project-based learning technique. The data obtained during the research are in qualitative and quantitative forms. The qualitative data were acquired by observing the teaching and learning the process, interviewing the students and the collaborators, and taking pictures of the teaching and learning the process. Meanwhile, the quantitative data were collected from the results of students' pre- test and post-test as well as from the texts the students made during the implementation of the actions which were analyzed to get the mean scores to be compared and to determine the gain score. The research showed that the use of project-based learning was able to improve the students' writing skills based on the several pieces of evidence. Firstly, the use of project-based learning enhanced students' motivation in writing as the students showed enthusiastic and active participation during the teaching and learning the process of writing. Secondly, the implementation of project-based learning empowered students' creativity since it enabled students to explore themselves while developing the product. Thirdly, project-based learning made the bond between the teacher and the students closer as the teacher monitored and supervised the students throughout the project work. Forthly, there were some significant improvements in the aspects of writing as

⁸ Tiantong Monchai and Siksensumalee. 2013. The Online Project-based Learning Model Based on Student's Multiple Intelligence. *International Journal of Humanities and social science*, Vol 3 No. 7

shown in each text which the students wrote.⁹

The next titled Implementing Project Based Learning in Scientific Writing Class. Project-Based Learning (PBL) is a model for classroom activity emphasizing learning activities that are long-term, not isolated, student-centered, and integrated with real issues and practices. The practice of PBL is also practical and purposeful to encourage the students to learn creatively based on their fields of interest. In the classroom of Scientific Writing course, the students tend to be encountered with the real problem, producing a research proposal. It will become the crucial issue for the obligation to undergraduate thesis writing as the real-world investigation in the next semester. It might also become the challenge in their future life after graduation. Therefore, with the power of PBL through research proposal writing, it leads the student writers to develop the writing skill. In an attempt to deal with the challenging problem, this paper introduces the appropriate teaching procedures to lead to the success of implementation of PBL in Scientific Writing class. More importantly, since PBL is both process and product oriented, writing process in the writing instruction is discussed and implemented as well.¹⁰

The last journal titled “Cartoon As Instructional Method in Teaching Descriptive Text Writing”. Writing is a part of four language skills that the students have to be comprehended. In fact, many students are unable to do so because they believe that learning to write is difficult. Several reasons exist for

⁹ Larasati Andayani. 2015. Improving Students Writing Skills Through Project Based Learning Technique at Grade XI Of SMA N 2 Sleman. Skripsi tidak diterbitkan. Sleman: Universitas Negeri Yogyakarta.

¹⁰ Zaini Miftah, M. 2016. Implementing Project Based Learning in Scientific Writing Class. Pekanbaru: Kreasi Edukasi Pekanbaru.

this dilemma. One is that grammatical rules for the English language are much different than those of Bahasa Indonesia. Second, students typically possess a limit vocabulary. Third, students do not have much motivation to write English text. One of a potential solution to increase writing skills for writing (descriptive text) using cartoon media. In applying cartoon media, the teacher asks students to describe items based on a cartoon, and then after the students have described things such as color and form. They are asked to compare stories to see which ones are closest to the real story and retell the stories what student write. Using this method helps for several reasons. First, the method attracts students' attention. Second, the visual material has been shown to be helpful because they are engaging.¹¹

The relationship and similarities of the previous studies and this research were found in using Cartoon Story Maker as an effective media for students. The scope of the studies was developing material though Cartoon Story Maker in writing Recount text so that they were able to create a simple short Recount text or modify text by using their experiences on Cartoon Story Maker.

B. Writing

1. The Definition of Writing

Widdowson said Writing is described as the use of the visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of

¹¹ Dahlan Ahmad, Journal of English Studies, Cartoon As Instructional Method in Teaching Descriptive Text Writing, Muhammadiyah Lampung University

usage. But of course, writing is not just a production of a sequence of English sentences. The sentences can be used to create a discourse and each sentence takes on a particular value as a part of this discourse. In this case, writing can be said as the act of making up correct sentences and transmitting them through the visual medium as marks on paper. This kind of activity is called composing (writing as usage). Writing as use can be said to be receptive in the sense that it proceeds by reference to the writer's own interpretation of what has preceded and to the writer's assessment as to how what has been written and is being written will be received by the reader.

Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. One of the preparations can be done through the choice of topic¹². Sokolik in David Nunan said:

“Writing is a combination of process and product. The process refers to the act gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers. Young learners like to know that writing is done in steps which are as important as the steps necessary¹³”.

As Jack C. Richard and Willy A. Renandya said, “writing is the most difficult skill for second language learners to master. The difficulty lies not

¹² I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), P. 93

¹³ David Nunan, *Practical English Language Teaching: Young Learners*. (New York: Mc.Graw-Hill Company, 2005), p. 98

only in generating and organizing ideas, but also in translating these ideas into readable text.”¹⁴

According to Longman Dictionary, writing means the activity of creating pieces of written work, such as stories, poems or articles. Byrne states that we produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequences maybe very short-perhaps only two or three sentences but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a ‘text’. Writing also involves the encoding of a message of some kind: that is, we translate our thoughts into language.

On the other side, **Barnet** and **Stubb’s** said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice”.

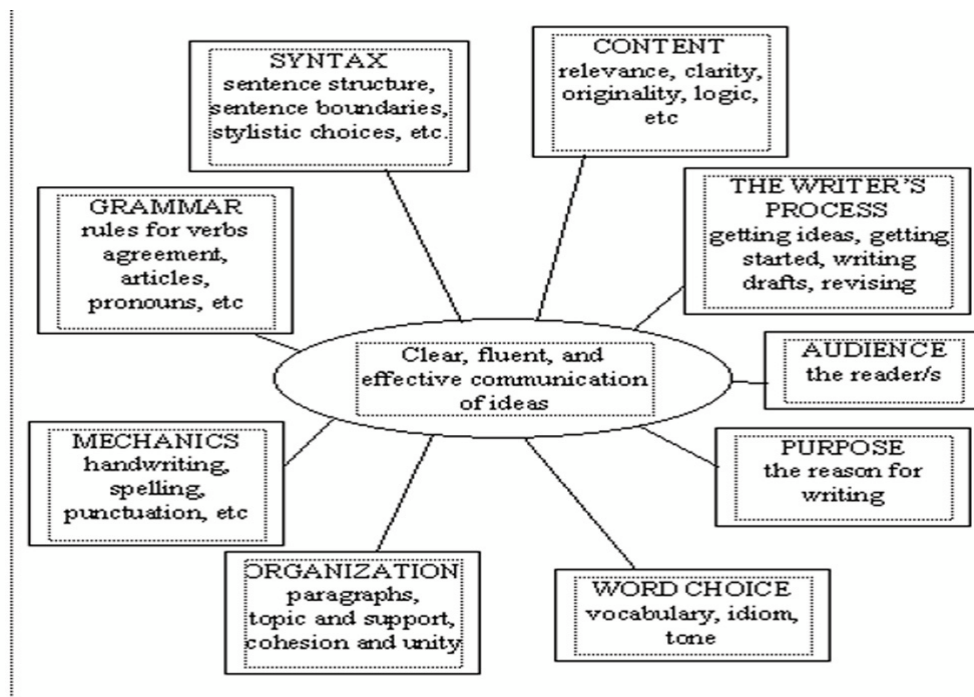
From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

2. Writing Aspects

According to Raimes there are several things that the writer has to deal with as they produce a piece of writing. They are as shown in the diagram below.

¹⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York, Cambridge University Press:2002), p.30

Table. 2.1



As Teachers have stressed different features of the diagram, combining them with how they think writing is learned, they have developed a variety of approaches to the teaching of writing. They stem from the basic assumptions that writing means writing a connected text and not just single sentences, that writers write for a purpose and a reader, and that the process of writing is a valuable learning tool for all of students.¹⁵

3. The Purpose of Writing

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas

¹⁵ Dwi Ariningsih, *the effectiveness of using picture series to improve the students' writing skill viewed from their learning motivation*, P. 13

themselves should arguably be seen as the most important aspect in the writing”.¹⁶

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”¹⁷

4. Writing Process

According to Hedge Writing Process Approach is an approach to teach writing that allows students to write their own ideas with their own process. The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing¹⁸. The steps are not separated and not happen in a sequence. But, they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as they draft. As the term suggests, the teaching of writing focuses on what goes on when learners write and what the teacher can do to help the learners get into a good writing.

¹⁶ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.163

¹⁷ Adam U. Kempler, *Adventures in Writing, An Introduction to the Writing Process with Reading*, (Upper Sadddle River: Prentice Hall, 2003), p.6

¹⁸ Regina L. Smalley, Mary K. Ruetten, Joan Rishel Kozyrev *Refining Composition Skills Fifth Edition*

5. The Component Of Writing

Hughes stated that there are some aspects of making a good writing, they are.¹⁹

a. Grammar

Grammar is important to students to master it, because it is the basic to understand the language

b. Vocabulary

Appropriate vocabulary should be mastered in order to make the writing process flows significantly

c. Mechanics

Mechanics included such as spelling, punctuation, and capitalization

d. Organization

The organization of the context

6. Writing Assesment for Recount Text

Based on Knapp & Watkins the assessment criteria used for assessing the task base on appropriate generic structure and grammatical feature.

a. Genre based criteria deal with generic features of the text

b. Textual criteria deal with the way that the text is held together, the way that the text is held

c. Syntactical language criteria deal with the internal structure of the

¹⁹ Arthur Hughes, *Testing for Language Teachers*. (Cambridge University Press: 1989), p. 101-102

sentence used.

Based on the explanation above, this study will use the criteria of assessment in scoring writing recount²⁰.

Table 2.2 Criteria of Assessment in Writing Recount

Assessment	Criteria
Generic Structure	
Orientation	Introducing the participant (when, where, who, etc).
Event	Explain about some problems
Reorientation	Closure of the event
Language Feature	Using simple past tense Using action verb Using temporal sequence Using specific participant
	Language use Organization Content Vocabulary

Criteria Score :

Very Good : 25-20

Good : 19-15

Poor : 14-5

Low : 4-1

C. Cartoon story maker

1. Definition cartoon story maker

Story Maker, is computer application developed to improve the quality of content produced by mobile computer and to

²⁰ Brown, H.D.2004. Language Assessment : Principles and Classroom practices. New York : Person Education

disseminate it in a secure way. It enables people to create, edit and share their stories with the world in an easy, safe way.

Citizen and traditional journalists, human rights defenders and activists rely on computer to produce and disseminate news. However, many times the quality of the content is lacking and in oppressive countries with little internet freedom, security and anonymity is important. Story Maker makes it easy and safe to create quality content on a mobile computer.

Story Maker is a computer application that can be used as a stand alone modular training course in mobile reporting. The combination of an integrated training curriculum with a comprehensive editing suite is the first in its kind for a mobile application. The free, innovative app is designed to be open source so that users and media organizations can adapt the platform in ways that are useful to them. StoryMaker wants to help people help enhance their journalism skills and their safety.²¹

2. Teaching Writing using cartoon story maker

To this relation, Cartoon Story Maker, interesting useful software for children, comes up as a solution to the inappropriateness of evaluation tool for young learners. This software is child-friendly as well as interesting for children. This software also promotes the ICT-based learning to young learners; for, they need to operate it in a computer PC or laptop. Both

²¹https://www.freepressunlimited.org/files/annex_a._storymaker_trainers_guide.pdf
accessed November 13, 2015

interactionist and sociocultural the writer agree that the use of computer technologies provide more chances for all students to be equally and actively engaged in learning activities. Considering the aforementioned issues, this study investigates the validity of Carton Story Maker in assessing young learners' writing skill (project) in an senior high scholl Katingan Hilir

3. Procedure in using Cartoon Story Maker

As other methods have, Cartoon Story Maker has a procedure to carry out the project in the teaching-learning process. It functions as a project framework to help the teacher to guide the students developing the project. It is explained as follows:

- a. Start with the open computer
- b. Open Cartoon Story maker Aplication
- c. Evolving a idea
- d. Add people in aplication
- e. Add the background
- f. Evaluate the experience
- g. Write dialog in colom aplication
- h. Editing the project work
- i. The final project is comic or cartoon
- j. The last make a paragrap based on comic or cartoon

4. Scoring Rubric for Cartoon Story Maker

The amount of writing assessed was a single piece of writing; here is the rubric used for assessing students' writing process using cartoon story maker software.²²

Table 2.3

CATEGORY	4	3	2	1
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.

²² Yuda, Eric Pratama. Cartoon Story Maker, Project Based Learning. English Education Department, (1-9)

Required Elements	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements were missing from the storyboard.
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D. Project Based Learning

1. Definition Project Based Learning

PBL is an instructional model which involves the students into activities culminating in an end product. It puts students in an active role. The activities are called project works. Moss and Van Duzer define PBL as an instructional approach that contextualizes learning by presenting learners with products to develop. Furthermore, Harris and Katz state that it is a student-centered learning which leads the students to investigate a topic worth through the process of learning outcomes both individually or cooperatively. In addition, it is different from the traditional instruction since it is student-centered, interdisciplinary, and integrated activities contextualizing it engages the students in gaining knowledge and skills through structured tasks and designing products carefully. Most importantly, PBL is both process-oriented and product-oriented learning. However, Tezi states that a good or an awful end product is unimportant, as long as the students can learn much during the process. Sarwar states that its focal aim is to give the students opportunities to become fluent and

confident in using English by utilizing and expanding their existing language repertoire.²³

PBL provides the students with both a collaborative and an individual process to attain their meaningful use of the target language. Based on some definitions above, it can be concluded that PBL is a teaching method which involves students both individually and collaboratively in a series of phases to develop an end product through which the students have opportunities to construct their knowledge and practice their skills. It reinforces them to construct knowledge without reliance on rote memorization, involves challenging activities to exert learners' sense of creativity, cooperation and motivation, and provides high frequency of interaction with others.

Further discussion, based on some experts' voices above, PBL has been referred differently. Until the present time there is no fixed definition of it among experts. It is because nowadays PBL keeps developing, Many experts, researchers and institutions are interested to develop it. PBL is referred to an instructional learning model or an instructional teaching.

In this research, PBL is defined as a teaching method. The reason is because PBL contains a set of systemic procedure and its characteristics are relevant to CLT approach. The procedure is carried out through some techniques and activities which lead to the accomplishment of an end product. Related to this research, since it is not specifically

²³ Bayu Pratomo, The Use Of Project-Based Learning To Improve The Students' Writing Skills At Class VII F Of Smp Negeri 7 Magelang In The Academic Year Of 2013/2014

developed to teach writing, the researcher also employed the stages of the writing process.

2. The Characteristics of Project Based Learning

The activities during the development of the end product can be characterized as follows :

a. A students centered teaching learning process

It is student-centered since the students are completely involved in the process. Therefore, the teacher becomes a facilitator rather than a controller. He is responsible for facilitating the teaching-learning process to run well and encouraging the students to be actively involved during it.

b. Developing students self motivation

The project is designed to be contextual, interactive and fun. The students are likely to learn more in such a situation. Moreover, it involves topics that are relevant to their daily life. Related to writing, implementing PBL gives an alternative to teach writing which differs from it in usual. It proposes more comfortable and challenging atmosphere of the writing class. Further, the group work and the group discussion enhance their motivation as they can share ideas with peers. At last, success in creating a tangible end product which can be exhibited to others will be something that they can be proud of.

c. Creativity

Definitely, creating something must involve the creator's creativity. Physical skills such as drawing, designing and decorating develop

students' artistic skills. Moreover, in the context of competition among students, they are urged to create the end product more creatively in order to compete with others. Moreover, they can employ their creativity in composing their writing. Various media and discussions with peers also enrich their ideas and stimulate their creativity in writing.

d. A collaborative learning environment

In order to finish it appropriately and punctually, the project needs to be developed collaboratively. When students in a group work collaboratively, it makes them communicate and cooperate one another.

e. Providing frequent feedback

Developing the project within a group encourages the students to speak and listen to others. It makes them share ideas, opinions and suggestions. For example, brainstorming ideas in solving problems or achieving common goal will produce a mass of feedback among them. Furthermore, the teacher is responsible to keep them working with their project by giving corrections, feedback and suggestions.

f. Employing technology and multiple learning sources

Especially for beginners, guidance and scaffolding in developing project will be urgently needed. These can be in forms of student-teacher interactions, tasks, worksheets, peer feedback, guiding questions and so forth.

g. Focusing on communicative purpose rather than on grammatical rules

- h. Contextualizing language knowledge and skills to the real life situation
- i. Integrating language skills
- j. Interdisciplinary learning
- k. Ending in completing an end product which can be shared with others

3. The Procedure of the Project Development

As other methods have, PBL has a procedure to carry out the project in the teaching-learning process. It functions as a project framework to help the teacher to guide the students developing the project. It is explained as follows:

a. Start with the Essential question

The teacher begins the teaching-learning process by offering the students an essential question which gives them images of what the goals to achieve during the project development. The questions also imply to them what knowledge they should construct. The topic of the essential questions must fit the students' proficiency level and be relevant to their daily life.

b. Design a plan for the project

The design of the plan contains the explanations of the rules of the project development, the exercises leading to the answers of the essential question, the activities leading to the accomplishment of the project, the materials and the tools used during it, and the possible sources to access. The design can be designed collaboratively with the

students to take into account the students' ability, interests and expectations.

c. Create a schedule

In this phase, the teacher and the students discuss about when the deadline to end the project development is. The end of it is the time in which they have finished their end products. It also includes the time allocation in doing each activity during the project development.

d. Monitor the students and the progress of the project

It is the most important stage in which the project development takes place. It is important since the success of the project accomplishment will be determined by how well the students develop the project. Besides, in this phase the teacher is required to optimally play his role as a monitor.

e. Assess the outcome

After the students have handed in their end products to the teacher, an assesment is conducted to measure the students' achievement. The assesment can be product- or process-oriented. It can assess the end product or their understanding of the lesson by giving further proficiency test.

f. Evaluate the experiences

This is the last stage in which the teacher and the students reflect on the activities and the project they have done. Besides, the teacher has to make sure that they have been able to answer of the essential questions

presented in the first stage.

4. The roles of the teacher in PBL

At any class, a teacher must play his common roles in the English classroom such as a controller, a prompter, a participant, a resource and so forth. However, in a PBL classroom he must play other roles as follows:

The first In the pre-project development, the teacher must be a negotiator for deciding the topics, the sequence of activities during the project development, the group formation, the length of the project development and its rules.

The second During the project development, he must be ready to be a main resource of ideas, an advisor and a helper of the students to solve problems that may occur.

The last In the post-project development, he must be an organizer of the students' end products, an evaluator of the project as well as its process and a commentator of what they have achieved.

5. Kinds of project in PBL

There are two kinds of projects in PBL, i.e. bridging activity project and full-scaled project. Bridging activity is a small-scaled or simple project which spends only two or three meetings. It is restricted in a classroom only. It can be one of parts or preparation for the full-scaled project. On the other hand, full-scaled project requires complicated

activities beyond the classroom to finish the project. The time span is longer. Moreover, it requires certain proficiency level of the students. Due to the level of the students' proficiency and the short duration of the research, the researcher implemented a bridging activity project in each cycle of the research.

6. Procedures of teaching writing using PBL with Cartoon Story Maker

Teaching writing is important in teaching language skill because writing helps the students make a project 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.²⁴

- a. Introduce the topic of writing text by asking students with they are consider a well formed text.
- b. Student design plan about recount text
- c. Students focus on the recount text about the experience
- d. Students make conversation about recount text in the computer
- e. Student answer the question about recount text
- b. Ask students to write and recount text about our experience based on our self and connect to the social function, structure text, and language element of the recount text

²⁴ Charles J Alderson and Bachman F Lyle, *Assessing Writing*, Cambridge University Press, New York, p 5

- c. Provide feedback on the process and outcomes of learning of the recount text

7. Advantages and Disadvantages for Project Based Learning

Each learning has its advantages and disadvantages as PBL it also has disadvantages and advantages should be observed for the successful for the students. Based on Warsono and Hariyanto this advantages are :

Students have the opportunity to develop their own projects as answers to questions they have developed on their own. This gives them more personal investment into the activity, and helps them gain a deeper understanding of the material. It helps students to develop independence and creativity, responsibility, self-control and time management. They learn to work with others and respect the opinions and needs of others in their groups. In this modern day and age, students are already using technology for everything. As teachers, we have to keep up, and the fastest and most efficient way to do that is to let them teach themselves. Using Cartoon Story Maker is one of the best ways to do that, because vast stores of human knowledge is at their fingertips, and they can learn faster on their own than we can teach them through standing in front of them. This will also help foster a love of lifelong learning in each student.

Project Based Learning is not effective when Students may not be inspired to complete their projects. Lack of interest or motivation will lead them astray in the world wide web, and they may get distracted. Accessing inappropriate or irrelevant material may also pose a problem.

Teachers must prepare for all sorts of these problems and eventualities, including methods to get students back on track

8. Project Based Learning using Cartoon Story Maker

To this relation, Cartoon Story Maker, interesting useful software for children, comes up as a solution to the inappropriateness of evaluation tool for young learners. This software is child-friendly as well as interesting for children. This software also promotes the ICT-based learning to young learners; for, they need to operate it in a computer PC or laptop. Both interactionist and sociocultural researchers agree that the use of computer technologies provide more chances for all students to be equally and actively engaged in learning activities. Considering the aforementioned issues, this study investigates the validity of Carton Story Maker in assessing young learners' writing skill (project) in MAN Katingan Hilir.

E. Recount Text

1. Definition of Recount text

There are several definitions about recount text from several language expert. Mark Anderson Kathy Anderson in their book *Text Types in English* 3 said that, "Recount text is piece of text that retells past event, usually in the order in which they occurred. Its purpose is to provide the audience with description of what occurred and when it occurred".²⁵ Another definition according to A.S Hornby, "Recount text is one kinds of story genre, recount

²⁵ Mark Anderson Kathy Anderson, *Text Types in English*, (South Yarra : McMillan Education PTY LTD, 1957), p. 24

tell somebody about something, especially something that you have experienced.²⁶ Ken Hyland in his book *Second Language Writing* also mentioned the purpose of recount is “To reconstruct past experiences by retelling event in original sequences”.²⁷

From all the several definitions above, it can be concluded that recount text is a text tells about something occurred in the past in order to give information into chronologically of what had happened.

Conversation writing is one of cooperative learning model. According to Lie “cooperative learning model is different from simply learning in groups”. The difference is the basic elements of cooperative learning which are not encountered in the learning group that performed poorly. Cooperative learning model procedure which done correctly will allow educators to more effectively manage the classroom.

According to Huinker & Laughlin that, there are three stages in Conversation writing, they are:

a) Thinking stage

Thinking and talking are important steps in the process of bringing into students’ writing. It can be seen from the process of reading a text or a story and making a note of what has been read with their own word. In this stage, students are thinking about possible answers (solving strategies) individually. Phase of thinking could include activities that

²⁶ A.S Hornby, *The Advance Learners Dictionary of Current English*, (Oxford : Oxford University Press, 2000), P. 978

²⁷ Ken Hyland, *Second Language Writing*, (Cambridge : Cambridge University Press, 2003), P.20

allow students to think a problem in the questions form and think to answer.

b). Talking stage

This stage istake communicate the students with group members. This stage is encourage to explore the words and the testing of ideas. It is way to the students writing from their contributes and construct of meaning.²⁸

2. Kinds of Recount Text

Recount text is classified into three, the are :²⁹

a. Personal Recount

Personal recount is one of recount text which retell an experience in which the writer was personally involved. The purposes of a personal recount are to inform, entertain the audience, or both.

b. Factual recount

Factual recont is a list or record of a certain event, such as new story, eye witness, news report, historical event.

c. Procedural recount

Procedural recount records events such as science experiment or a cooking experince. It present the events chronologically (in the order in which they happened). The purpose of procedural recounts is to inform listeners or readers.

²⁸ Puji Eka Astuti, Zainil, Kusni, Improving Students' Writing Skill Of Recount Texts By Using Think-Talk-Write Strategy At Grade Viii-B Of Mts Smq Bangko. Language Education Program, State University of Padang p. 40

²⁹ Mukarto and Sujatmiko , *English on Sky 2 for Junior High School Students Year VIII*. (Jakarta : Penerbit Erlangga, 2007), P. 62

3. The structure of recount text

a. Generic Structure

- 1) Orientation tells who was involved, what happened, where the events took place, and when it happened.
- 2) Event is the main important activities or event that occurred in that story of text. The functions is to give more explanation of the orientation.
- 3) Re-Orientation is a conclusion of the story. Some recounts have a concluding paragraph; however, this is not always necessary.³⁰

b. 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

c. Linguistic Features of Recount Text

The linguistic features usually found in a recount text, they are :³¹

- 1) Focus on individual participant

All participants who become a subject of the text

- 2) Use of past tense

³⁰ Mark Aderson and Kathy Anderson, *Text Type in English 3*, (South Yarra: MacMillan, 1994), P. 24

³¹ Th. Sudarwati, Eudia Grace. *Look Ahead 1 for Senior High School Year X*, (Jakarta: Erlangga, 2006), P. 33

Recount text always uses past tense because all events in that text has already happened in the past and its contain only retell the event already occured.

3) Focus on temporal sequence of event

The temporal sequence of event is found in this recount text and to explain the sequence of event.

4) Use of Material (or Action) Clauses

Clauses describe an action of the story in the recount text.

4. Example Recount Text Using Cartoon Story Maker

In Appendix