

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

This chapter provides theoretical foundation of the research. There are theory of writing skills, recitation methods, recount text, teaching writing skills, and implementations.

#### **2.1 Writing Skills**

##### **2.1.1 Definition of Writing**

There are four language skills in English namely listening, speaking, reading, writing which used by EFL as learning material. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language (Erin, 2019). According to Nunan (2003), writing is an intellectual activity that involves gathering ideas, considering how to communicate them, and organizing them into sentences and paragraphs that are simple enough for readers to understand.

As an addition, Writing is a rudimentary skill that should be mastered by Senior High school students (SMA/ SMK) according to the 2013 curriculum Kurtilas in Indonesia. They are required to learn these skills in several forms such as recount, descriptive, narrative, procedure, report, exposition, biography, as well as news item texts to enable the students in exploring their ideas. Indonesian secondary school students have problems with English writing due to the traditional method of teaching the subject and as a result, tend to practice without knowing how to write appropriately. Teachers provide, correct, and

grade from limited topics which the students are to select from. Since accuracy is the main focus of a writing lesson, teachers focus solely on the product or output and overlook the process which is the most vital part. Lestari in Arifin (2020).

### **2.1.2 Aspects of Writing**

Discussing the aspects of writing, there are some important matters that need to be outlined in this discussion. They include; 1) micro and macro skill or writing 2) mechanical components of writing, and 3) cohesion and coherence of writing. The first aspect of writing skill is its micro and macro components. Brown (2001) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro and macro skills of writing mentioned by Brown cover several important aspects. Producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical system such as tense, subject verb agreement and etc, expressing particular meaning in different grammatical form, using cohesive devices in write discourse and using the rhetorical forms and conventions of written discourse. Meanwhile, the macro skills of writing cover some other aspects.

They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new formation, given information, generalization, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices,

writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Afterward, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and text (Harmer, 2004). He also states that the previous components need to be introduced in the teaching and learning process of writing. The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover (Harmer, 2004) states that both cohesion and coherence are needed to make the writing more accessible.

The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Oshima and Hogue (1999) stated that to be able to have the coherence is writing, a writer need to focus on the sentence movements. The movement of one sentence to the next sentence must be logically and smoothly delivered. In other words, the sentences must flow smoothly. He then adds four

ways that can be done by the writer to achieve coherence in their works. They involve repeating key nouns, using pronouns, using transactional signals and arranging the sentences in logical order.

As summary, the micro and macro skill, the components cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make students' writing works more accessible.

### **2.1.3 The Goal of Writing**

Before mastering English writing skill, it is necessary to understand the goal of writing, especially writing instructions given in the classrooms by teachers. Bartholomae in Aryanti (2016) says that, "...the goal of writing instruction might be to teach an act of criticism that would enable a writer to interrogate his or her own text in relationship to the problem of writing and the problem of disciplinary knowledge". Graham (2006) as cited in Parmawati, Santoso, Yana (2020) states that students have to struggle significantly with writing and if someone does not work well with writing he will find difficulties in the process of learning, education, and working environment.

It can be concluded that writing is a complex process which is neither easy nor spontaneous for many EFL learners. As an addition, Foong (1999) categorizes the goal of teaching writing:

1. Writing for Language Practice Writing can be taught primarily for practicing language forms to develop accuracy and correctness.

2. **Writing for Rhetorical Practice** In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic form by following the chosen model passage.
3. **Writing for Communication** Here writing has a social function. Such communicative writing tasks would simulate real life situations where a writer would write to convey some information to a reader.
4. **Writing as a Discovery and Cognitive Process** The process of writing which was influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive.

#### **2.1.4 The Characteristics of Good Writing**

Good writing is a product of writing that critical thinking. It is as a challenge, because it is at once a test of memory, language, and thinking. It is as a challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985). According to [writingforward.com](http://writingforward.com) (2014) characteristics of good writing are:

##### **a. Clarity and Focus**

In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running of on too many tangents.

##### **b. Organization**

A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place

your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

c. Ideas and themes

Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

d. Voice

This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

e. Language (word choice)

We writers can never understand or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well-crafted sentences.

f. Grammar and Style

Writers would wish this one away, but for a piece writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

g. Credibility or believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer. Thought-provoking or emotionally inspiring Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

### **2.1.5 The Process of Learning Writing**

The review of related theories to teaching writing will be discussed in this chapter. They are presented in four sub-discussions consisting of the theory of writing process, approaches to teaching writing, the role of teacher in writing and teaching writing for Senior High School students. Vygotsky's Socio-Cultural Theory suggests that writing is a socially mediated process, influenced by interaction with others, and that learning to write involves internalizing these interactions (Vygotsky, 1978).

#### **2.1.5.1 Process of Writing**

Richards and Renandya (2002) state the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and

rapid free writing. The planned writing experiences for the students can be described as follows:

a. Planning

Planning or pre-writing Is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as brain storming and etc.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

c. Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity



done by the students at this stage is editing their mistakes on grammar, spelling punctuation, sentences, diction and etc.

### **2.1.5.2 Approaches to Teaching Writing**

#### **a. Product-Oriented Approach**

Product oriented approach has been applied by the English teacher many years ago in the process of teaching writing. The concern of this approach is on the correctness of final products of writing. (Pincas, 1982) in Badger and White (2000) cites that productoriented approach to teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devises. In this approach, students' writing works will be measured based on some criteria. The scoring criteria commonly involve content, organization, grammar, vocabulary and writing mechanics, for example spelling and punctuation. Badger and White (2000) state that four stages of learning writing are commonly done by the students in this approach, they are: 1)familiarization, 2)controlled writing, 3)guided writing and 4)free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity In conclusion, the product-oriented approach is emphasized mostly on students' final product of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teachers. They need to do particular efforts to avoid in the text composition, for example by focusing more on the correctness of the grammar.

## **b. Process-Oriented Approach**

This approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here are list of typical writing activities done in the process approach mentioned by Brown (2004) are; a) focus on the process of writing that leads to the final written products, b) help student writers to understand their own composing process, c) help them to build repertoires of strategies for prewriting, drafting, and rewriting, d) give students time to write and rewrite, e) let students discover what they want to say as they write, f) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention, g) include individual conference between teacher and students during the process of composition. As an addition, (Badger and White, 2000) states that there are a number of stages that the students will experience in composing a piece of writing work namely prewriting, drafting, revising and editing.

### **2.1.5.3 The Role of Teacher in Writing Process**

They act as facilitators and motivators, providing support and scaffolding to help students develop their writing skills . Teachers also adopt

shifting roles throughout the writing process, using a range of strategies to create a conducive classroom environment for writing (Typeset.io, 2024)

### **2.1.8.2 The Role of Teacher in Teaching Writing**

Cited from Ncte.org (2024) The role of teacher in teaching writing is to create an environment where students feel part of a community of writers. This involves providing feedback, discussing challenges, and sharing strategies that help students understand different aspects of writing. Teacher may helps students see new possibilities and options in their writing. Besides, Graves (1983) said that the teacher as a facilitator who guides students through the writing process, helping them to discover their own voices and ideas. He emphasizes the importance of creating a supportive environment where students feel comfortable expressing themselves. Moreover, Calkins highlights the role of the teacher as a model writer and mentor. Teachers should demonstrate writing techniques, share their own writing, and provide examples of good writing. This helps students understand the writing process and the qualities of effective writing (Strech, 1994).

## **2.2. Recitation Methods**

### **2.2.1 Definition of Method**

According to Sanjaya (2006) method is a way or effort to implement a plan that has been prepared in real activities so that the objectives that have been prepared are achieved optimally. Meanwhile, the learning method is the teacher's way of delivering subject matter with the aim of achieving learning objectives (Aditya, 2016). Learning methods are needed in every learning activity as a

support for the smooth learning process. The method used by the teacher is expected to make the learning process more interesting for students. Pupuh and Sobry in Nasution (2017) said that “The more appropriate the method method used in the learning process, the more effective the learning and will be very helpful in achievement of learning objectives.” Moreover, Learning methods are used to realize the learning strategies that have been determined. The success of the implementation of learning strategies is highly dependent on the teacher in using the chosen learning method. Mudlofir and Rusydiyah (2015).

According to Pane and Dasopang (2017) in using learning methods requires teacher competence to choose learning methods that are appropriate for use in a lesson. Here are several factors that can influence the use of learning methods learning methods, namely:

- a. Various learning objectives.
- b. Age level of students.
- c. Class situation.
- d. Available facilities.
- e. The ability of the teacher.

### **2.2.2 Definition of Recitation Method**

According to Aditya (2016) the recitation method is a way to teach which is carried out by giving special assignments to students to do something outside of class hours. The implementation can be at home, library and other places, with the results to be accounted for to the teacher or the assignor. The recitation method is a way of delivering learning materials by giving assignments to teachers outside the school schedule with a certain time and results that must

be accounted for. Instead, Mulyani in Nurhayati (2016) argued that the method of recitation is a method of teaching by requiring students to make resumes with their own sentences. With this method of recitation students will dare to write in his own way, responsible with the results of his writing and will always remember with the material taught. So recitation means students quote or take their own parts of the lesson from certain books, then learn alone and practicing until it is ready as it should be.

Based on the above opinion, it can be understood that the method is a method that is carried out by giving tasks by teacher to students which can be carried out anywhere, both at school and outside school. Roestyah in Syofyan (2015) explains that techniques in giving assignments when using the resitation method are usually used with the aim that students have better learning outcomes because students will automatically learn while doing the tasks and exercises given by the teacher. However, it needs to be understood that giving assignments in the recitation method does not necessarily replace teachers in teaching.

### **2.2.3 The Implementation of Recitation Method**

In applying the recitation method, there are several steps that need to be done. Sudirman in Wiranty (2019) suggests several steps that need to be taken in implementation of learning with the recitation method, namely:

- a. Give assignments clearly, so that students can understand and can do the assignments well. This is certainly very important and very main to be done by a teacher in giving assignments. Because if students do not

understand what they are doing then the task will be ineffective for student learning.

- b. The place and time of completion of the task must be clear. This needs to be considered by teachers in giving assignments, so that students can divide their time in the process of working on assignments and to maximize task work with the time span given. However, it should also be noted that a task completion time span that is too long has the potential to make students neglect their duties.
- c. Assignments should be explained in advance and clear instructions should be given. This needs to be done to ensure that students understand the assignment.
- d. Providing guidance from teachers to students who are still having difficulty in doing the assignment. This can be done if students still do not understand the assignment given, it needs to be explained further until students understand the assignment given.
- e. Provides motivation to students in working on assignments that will be given by teachers. Providing motivation also needs to be done in giving assignments. By providing motivation, it is hoped that students will be more active in doing the assignments given.

Wibowo and Hermawan (2014) also provide opinions regarding the steps of assigning tasks in the recitation method as follows:

- a. Consider whether the task is done individually or in groups.
- b. Consider the ability and intelligence of students.
- c. Can be understood by students.

- d. Paying close attention to whether students really understand what is being or has been done.
- e. Always serve and provide answers to student questions if there is still something unclear in giving assignments.
- f. Not too burdensome for students personally.

### **2.3. Recount text**

#### **2.3.1 Definition of Recount Text**

According to Gerot and Wignell (1994) in Shopiah & Anggraeni (2018) recount text is a text that aims to entertain readers about experience. Husna & Multazim (2019) defined a recount as speaking about or writing about the events of the past, or as a text that repeats the past events in the way that they happened. According to Hartiwi et al. (2018) a recount text is a text that narrates "what happened" and is centered on a number of things that are connected to the event. However, these opinions highlight how important recount texts are for accurately and effectively describing past events.

#### **2.3.2 Generic Structure of Recount Text**

In order for a text to be understood and transferred, its generic structure must be used. This will help the story become more ordered and ensure that its contents are. Recount text has a generic structure, according to Utami (2012) in Radhita Vidya, Annisa Nuraini & Odo Fadloeli (2019) Generic structure in recount text consists of orientation, introduction at the beginning of the text, events, tells about events, and re-orientation - conclusions from the story. Orientation (background details relating to who, where, and when), a chronology of events that describe what happened in chronological order, and reorientation

(summary/conclusion of the events that was happening) are the generic structures of a recount text (Sari & Wennyta, 2018). The general structure of recount texts means that the material is conveyed logically and clearly whilst telling an event.

### 2.3.3 Language Feature of Recount Text

According to Iriana (2018), the purposes of language features in recount text is to tell the tenses, verb, conjunction and etc. Furthermore, according to Barwick (1999) in Harris, Ansyar, & Radjab, (2014), recount texts contain certain language features. They function as proper nouns and pronouns to identify objects, people, and animals. The texts then explain the events in the past tense. To convey their emotions, writers might use a variety of action verbs and adjectives. Additionally, authors need to use adverbs and adverbial words to point out location and order events chronologically. Lastly, in order to sequence events and combine clauses, writers need to use conjunctions.

### 2.3.4 Example of Recount Text

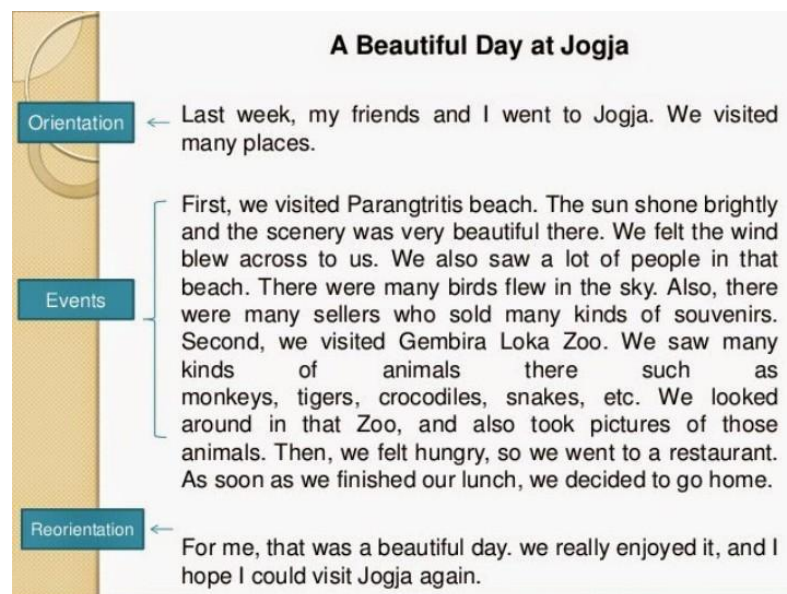


FIGURE 2. 1 Recount Text Example



## **2.4. Teaching Writing Skills**

### **2.4.1 Definition of Teaching**

According to Gage (1963), “Teaching is a form interpersonal influence aimed at changing the behaviour potential another person”. As an addition, Kimble and Garmezy in Brown (2007) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. From the previous quotation, we can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future.

### **2.4.2 Function of Teaching**

According to Mukesh in NursingAwareness.com (2023), there are some points to describe the functions of teaching:

- a. Creating learning situations.
- b. Motivating the child to learn.
- c. Arranging for conditions which assist in the growth.
- d. Turning the children into creative beings.
- e. Giving information and explaining it.
- f. Diagnosing learning problems.
- g. Utilizing the initiative and play urges of the children to facilitate learning.
- h. Making curricular material.
- i. Evaluating, recording and reporting.

Mentioned points above are habitually needed to conduct in the learning process, giving all the learners' needed are basically how the learning process

could conduct at times. According to F Kabir in educropus.com (2024) said that the function of teaching includes transmitting knowledge and skills, imparting values, and facilitating learning. To fulfill these functions effectively, teachers need to possess pedagogical knowledge, communication skills, classroom management techniques, and a commitment to ongoing professional development.

### **2.4.3 Goals of Teaching**

According to Suprijono (2012) "learning outcomes include: Variable information, intellectual skills, cognitive strategies, motor skills, attitudes". Learning outcomes are the abilities that children get after learning activities. Additionally, cited from blog.teachmint.com (2021) "The primary objective of teaching is to impart knowledge and wisdom. However, this is not limited to textbook knowledge. To shape character and behavior. As mentioned, teachers help students acquire knowledge and this is not just what is included in the syllabus. Besides, testbook.com (2024) argue that the primary objective of teaching is to impart knowledge and that helps student for creating lifelong learners. Traditionally, teachers are the ones with knowledge and expertise in a particular field.

### **2.4.4 Definition of Teaching Writing**

In teaching writing ability, it means that teacher teaches the students about how to write or influence thoughts, ideas, and opinions with others in the form of written. Teaching how to write effectively is the important part in teaching writing. It is because writing has the important component in education. Foong (1999) categorizes the purposes for teaching writing:

- a. Writing for Language Practice Writing can be taught primarily for practicing language forms to develop accuracy and correctness.
- b. Writing for Rhetorical Practice In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic form by following the chosen model passage.
- c. Writing for Communication Here writing has a social function. Such communicative writing tasks would simulate real life situations where a writer would write to convey some information to a reader.
- d. Writing as a Discovery and Cognitive Process The process of writing which was influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive.

#### **2.4.5 Definition of Skills**

According to the Cambridge Dictionaries Online, skill means: An ability to do an activity or job well, especially because you have practiced it. Moreover, National Research Council (2010) said that “Skill” is typically used to refer in a narrower way to whether some can do some task or set of tasks In some formulations, "skills" are viewed as so grounded in the context of the group as it unfolds in a particular setting. From such a perspective, skill is distributed across co-workers and only takes effect in interaction: it is quintessentially social (Brown & Duguid, 1991). Besides, Schmidt (2018) said that skill is defined as "an action or task that has a goal and that requires a voluntary body or limb movement to achieve the goal.". As an addition, skills are "proficiencies developed through training or experience." (Bandura, 1986)

Cited from Simonandsimon.co.uk (2023) The four basic language skills are listening skills, writing skills, speaking skills and reading skills. These language skills are conversation abilities that allow you to express yourself clearly and precisely. With these fundamental language skills, you not only learn to speak well but also to listen carefully.

## **2.5. Implementation**

Implementation is the process of identifying, incorporating, monitoring, and continually refining professional learning that helps educators enhance their practice and encourage and inspire student academic and non-academic growth. It seems that the concept of implementation belongs to a set of concepts which is characterized by a surface clarity but at the same time comprises a problematic deep structure. Webster's Dictionary (1971) states that "implementation" means the act of implementing or the state of being implemented, and it presents the following key words for "implement": "to carry out: accomplish, fulfill; to give practical effect to and ensure of actual fulfillment by concrete measures; to provide instruments or means of practical expression for . . ." "To carry out something" or "to accomplish something" may sound intelligible and require little explication. Here, of course, the process of implementation refers to the bringing about of outcomes that are congruent with the original intention(s) by means of outputs.

Implementation is therefore often described as a series of stages with activities relating to exploring, preparing for delivering, and sustaining change.

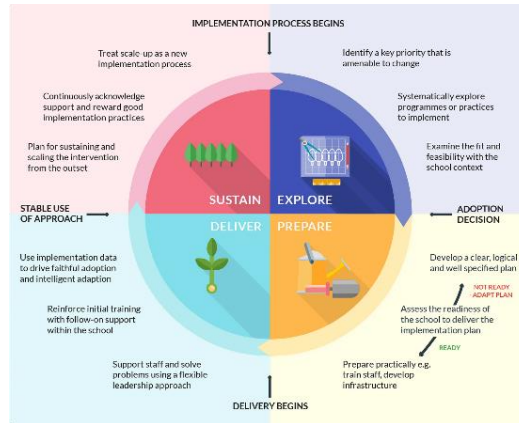


FIGURE 2. 2 Implementation process