# CHAPTER II

## TEACHING WRITING RECOUNT TEXT AND THE USE OF DIALOGUE JOURNAL WRITING

**A.    The Nature of Writing**

1.    Prewriting

Prewriting is the first step before the writer begins to write. They will prepare their own though, their own main idea for the first draft. For many writers, the difficult part of the writing experience is the very beginning. Prewriting deserves much time and attention as it helps solve a problem called "writer's block". (Mogahed 2013:60). Absolutely hard begin to write. It may take long time to think about the content of the writing. Yet, that's not big problem because there are many prewriting strategies can help.

a.    Kinds of Prewriting

There are several prewriting strategies available to the beginning writers to choose what is suitable for them.

| | |
|---|---|
| Listing | List details for an essay topic (people, place, actions, feelings, objects, etc.) |
| Freewriting | Rapid "stream of consciousness" writing ignoring grammar, punctuation, spelling |
| Looping | Expanding a freewriting idea through reflection and further freewriting – limited time |
| Clustering | Pattern of circled ideas joined by lines showing connections between them |
| Cubing | 6 way exploration – description, comparison, association, analysis, application, argument |
| Questioning | Ideas for writing generated by who, what, where, when, how, why questions |

Hyland (2003:130)

Based on the several kinds of prewriting strategies above, in this research the researcher used Listing as prewriting strategies.

2. Definition of Writing

In generally writing is the way to express the ideas in written form. According to Donald Murray in Hughey et al (1983:10) writing is exploration – discovery of meaning, discovery of form –and the writer works back and forth, concentrating on one of the… basic skills at the time so that he can discover what he has to say and how to say it more efficiently. Further, according to Straub (2000) in Hyland (2003:9) writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas. It can be conclude that writing is the way to discover of meaning, expressing the ideas in written form.

3. Purposes of Writing

By far the most important reason for teaching writing of course, is that it is a basic language skill, just important as speaking, listening, and reading (Harmer 1998:79). According to Halliday in Nunan (1991:84), written language has been serving a general series of functions in everyday life,

a. Primarily for action, which includes public signs; product labels and instruction; recipes; maps; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts; and for social contact personal correspondence, such as letters, postcards, and greeting cards).
b. Primarily for information, which includes newspaper (news and editorials) and current affairs magazines; hobby magazines; nonfiction books including textbook, public notice, advertisements, political

pamphlets, schoalstic, medical, etc; repots, such as guidebooks and travel literature.

c. Primarily for entertainment, which includes light magazines; comic strips; fiction books; poetry and drama; newspaper features; film subtitles; games, including computer games.

4. Process of Writing

To construct a good text indeed writing must go through some process. According to Brown & Hood (1989:6) writing process has three main stages in theory. The process can be simple as follows:
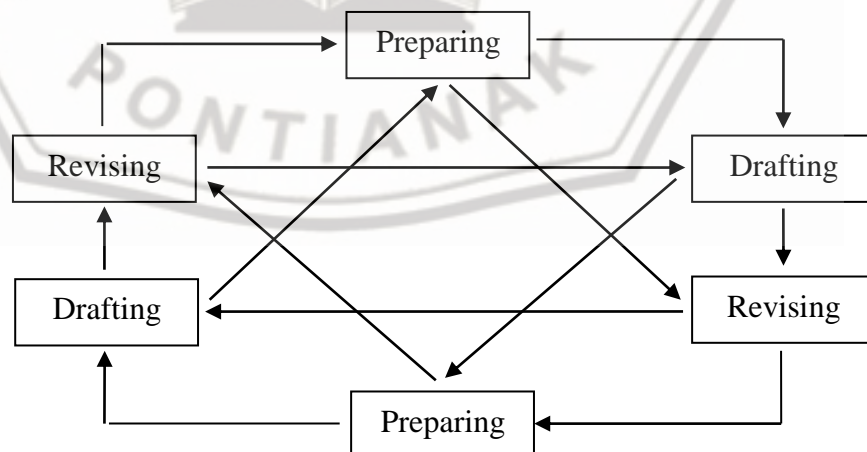
**Figure 2.1**

**Process of writing**

| Preparing | → | Drafting | → | Revising |

But in practice the process is often more like this (Brown & Hood, 1989:6):

**Figure 2.2**

**Process of writing**

a.    Preparing to Write

Most writing requires some preparation. How long you spend in this preparation, and what you do, largely depends on your reader, your purpose, your content and the writing situation. For example, a quick message to a friend requires different preparation from a letter to a company applying for a job (Brown & Hood, 1989:7).

b.    Drafting

The drafting stage is where you really begin writing. The most important thing here is not get words onto a paper. It is not the time to worry about spelling, grammar, punctuation or the best wording (Brown & Hood, 1989:14).

c.    Revising

According to Brown & Hood (1989:20) the revising stage is where you check that: (1) you have said what you wanted to say, (2) you have said it in a clear and appropriate way. Revising might take place while you are drafting or after you have finished a draft. This stage looks at some of changes you might make your revising more effective. Before you begin think about these points:

1)  Revising is the most important stage in the writing process.

2)  It involves checking that your content and purpose are clear and appropriate for your reader, in the particular writing situation.

3) It is not just a matter of checking spelling, punctuation, and grammar. It involves arranging, changing, adding, leaving out words, and so on.

4) It is a constructive part of the writing process and it is important that you see it in this way. You should give it some time and attention in all your writing. In a quick note to a friend you may not worry too much about punctuation, but you do want to make sure your message is clear.

5. The Aspects of Writing

To measure how well students' writing, there are some aspect of writing that students should complete. According to Jacob et al in Weigle (2002:115) scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics.

Then according to Hughey et al (1983:139) the Profile form itself contains five component scales, each focusing on an important aspect of writing … the Content component concerns the inventio of writing-having something to say. The Organization component addresses dispositio, or the rhetorical principles for arrangement. Vocabulary, Language Use, and Mechanics together deal with elocutio, the linguistic and mechanical principles for effective delivery of discourse.

Further, according to Heaton (1988:13) the following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

a. Language use: the ability to write correct and appropriate sentences;
b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;
c. Treatment of content: the ability to think creatively and develops thoughts, excluding all irrelevant information;
d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
e. Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organise and order relevant information.

Based on the experts' opinion above about writing aspects, the researcher clarified about the aspects of writing in this research. The aspects of writing in this research there are:

a. Content of the text, its mean the paragraph that indicates what paragraph about and the students can develop their main idea well.

b. Organization of the text, its mean the students can arrangement of supporting sentences well and they also can write logical, coherent of transition signals.

c. Vocabulary of the paragraph, its mean the students can use the form of words and word order correctly.

d. Language use of the paragraph, its mean the students can use complex construction in the paragraph correctly.

e. Mechanics, its mean the students can use punctuation, capitalization, and spelling correctly.

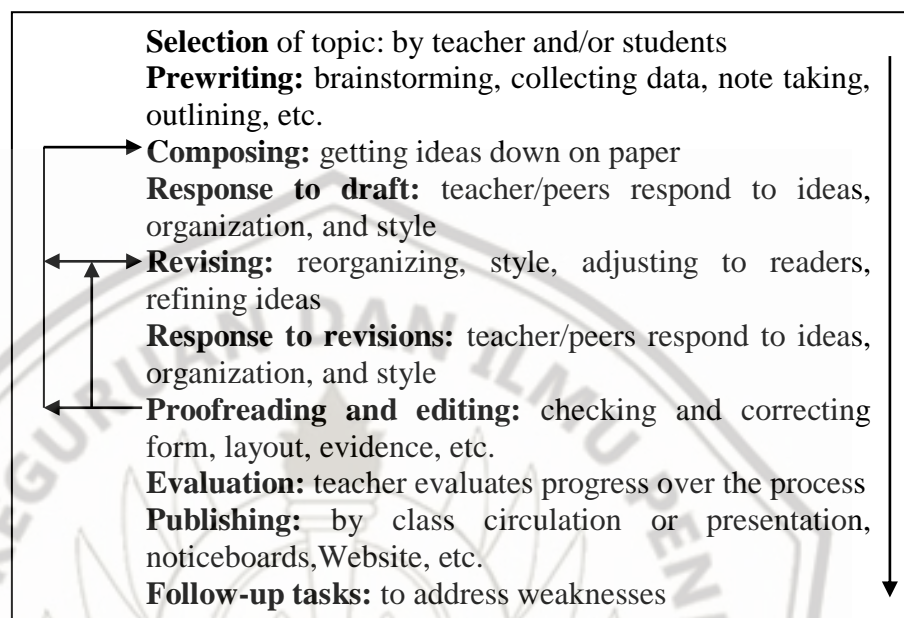## B.    Teaching and Process of Teaching Writing

From English language teaching perspective, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. (Hyland, 2003:3). According to Brown & Hood (1989:6) the writing process depends on 4 principal elements should be included in the teaching of writing:

1.    Who to write or for (reader)

2.    Why write (purpose)

3.    What to write about (content)

4.    Where and when to write, how much time, and how is feeling when writing, etc. (situation)

Like the expressive orientation, the process approach to writing teaching emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teacher should do to help learners perform a writing task. (Hyland, 2003:10). A process model of writing instruction is illustrated below:

**Figure 2.3**

**A process model of writing instruction**

**Selection** of topic: by teacher and/or students
**Prewriting:** brainstorming, collecting data, note taking, outlining, etc.
**Composing:** getting ideas down on paper
**Response to draft:** teacher/peers respond to ideas, organization, and style
**Revising:** reorganizing, style, adjusting to readers, refining ideas
**Response to revisions:** teacher/peers respond to ideas, organization, and style
**Proofreading and editing:** checking and correcting form, layout, evidence, etc.
**Evaluation:** teacher evaluates progress over the process
**Publishing:** by class circulation or presentation, noticeboards,Website, etc.
**Follow-up tasks:** to address weaknesses

*Hyland (2003:11)*

According to Hyland (2003:11) writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher.

C.  **The Nature of Dialogue Journal Writing (DJW)**

Dialogue Journal Writing (DJW) is one of ways to write in a journal. According to Phillipsh and Stainer (1991:48) the journal is a place to record your memories of the past. Then, a journal is a place to fail. That is, a place to try, experiment, test one's wings. For the moment, judgment, criticism, evaluation are suspended; what matters is the attempt not the success of the attempt (Lambert in

Fulwiler and Young, 1982:17). It can be conclude that a journal is a summary of daily past activities kept in a book.

There are many writing form in a journal. According to Phillipsh and Steiner (1991:12) vary writing form. There are many ways to write in a journal:

1. Monologoues – you, explaining to or telling yourself
2. Dialogues – discussion between two you or between you and anyone you care to talk with
3. List – list of questions, statements, metaphors, or list of words that represent people, ideas, wishes, plans
4. Free intuitive writing – writing without thinking or planning
5. Free intuitive drawing – drawing feelings or thoughts without a well-thought-out plan before you start, which could even take the form of doodles
6. Character sketches or portraits – word pictures of people the writer like or dislike

In this research, the researcher chose dialogues as her writing form in journal or Dialogue Journal Writing.

1. Dialogue Journal Writing (DJW)

Dialogue Journal Writing or DJW to abstracted mentioning it. Dialogue journal is a written conversation between a teacher and an individual student, which is quite confidential and is an on-going writing (Peyton and Reed (1990) in Liao and Wong (2001:141)). Further, DJW or Written Dialogue Journals are written dialogues or conversations between students and teacher kept in a personal journal book over period of time on a particular topic preferred by both the students and the teacher (Peyton and Reed (1990) in Amelia Myers Collin's journal (2003) in Muflikhati (2013:27)). It can be concluded, DJW is dialogue between the students and

the teacher in written form that tell about a topic that both of students and teacher agreed, kept in personal journal book or a book.

2.  Characteristics of DJW

    There are five characteristic of DJW according to Staton, Peyton, and Reed (1990:7) in Collins (2003), briefly they are: (1) the writing has qualities of good conversation, (2) the writing is student-generated, (3) the writing is continual, (4) the writing is functional, and (5) The writing is varied in terms of topic, genre, and length.

    Here, explanation each of the characteristic of DJW:

    a.  The writing has qualities of good conversation. Both the students and the teacher can choose topics to discuss. Both can contribute equally, making comments and offering observations and opinions; requesting and giving clarification; asking and answering questions.

    b.  The writing is student-generated. …they generally write about activities they are involved in and issues that interest them, as they happen.

    c.  The writing is continual. The daily journal exchange allows students to discuss certain topics with their teacher over a period of several days, weeks, or even months.

    d.  The writing is functional. Students write to accomplish a wide variety of real purposes. They might request information, an opinion, or clarification, describe a personal problem, or express a complaint.

e.  The writing is varied in terms of topic, genre, and length. Although students are usually allowed to write about personal topics, they may also be encouraged to discuss nonpersonal topics, such as things they are studying in school, books they are reading, or current events. They may write descriptions, explanations, narratives, complaints, or arguments with supporting details, as the topic and communicative purposes dictate. Entries or topics may be as brief as a few sentences, or they may extend for several pages

3.  The Advantages and The Disadvantages of DJW

    a.  The Advantages of DJW

        Indeed there are advantages using DJW as follows:

        1)  A journal helps you learn the joy of living in the present, helps you discover the individual you are today because the journal records today (Steiner and Phillips, 1991:31).

        2)  You can learn about the past, consider yesterday, appreciate it, but do not mourn or criticize it. Do not wish for it to be today because the journal remembers about the past (Steiner and Phillips, 1991:48).

        3)  You learn more about yourself by observing what makes you happy than you do by focusing on negative feelings (Steiner and Phillips, 1991:71).

        4)  The main character in your personal story grows and change all the times through experience. The journal is a place to record

and explore these changes because the journal as self-inspection and reflection (Steiner and Phillips, 1991:85).

5) Using the journal for solving problems and making decisions. The journal can help you rehearse future behavior in order to solve the problem and decision making is a learned skill. The journal can help you improve and polish your skills (Steiner and Phillips, 1991:98).

6) Looking at an emotional experience later can help you find perspective and understanding (Steiner and Phillips, 1991:113).

b. The Disadvantage of DJW

1) Keeping a journal is no guarantee that you will be happy (Steiner and Phillips, 1991:70). That's because not only happy memories that students will write but they can write bad memories too. If the students going backward to read their writing it will remind them about bad memories itself. To cover the disadvantage of DJW, the researcher will give the students advice when the researcher as teacher will reply their writing to avoid the students sad when they remember their bad memories.

**D.** **Teaching Writing Recount Text and the Use of Dialogue Journal Writing**

1. The Procedures of DJW in Teaching Writing Recount Text

   To teach writing recount text through DJW, the researcher will follow the procedures as stated by Steiner and Phillips (1991:18) as follows:

   a. Firstly, choose vary writing form (in this research the researcher will use Dialogue Journal Writing).

   b. Secondly, date each entry of your journal, name your journal.

   c. Thirdly, write legibly, be honest and value your own writing.

   d. Fifthly, write in your journal as often as possible.

   e. Then, sharing your journal to your teacher.

   f. The last, the teacher will give responses about the students' journal.

2. The Process of Teaching Writing Recount Text Through DJW

   In taught writing recount text through DJW, the researcher followed the steps bellow:

   a. The researcher invited the students to remind their past activities based on the theme of lesson plan. The researcher asked one of student's experiences.

   b. Then, the researcher and the students made Listing about student's experiences.

   c. After that, the researcher and the students made into paragraphs from the list before.

   d. The last, after made paragraphs and become a text called recount text.

E.   **The Functions of DJW in Teaching Writing Recount Text**

There are functions of DJW in teaching writing recount text as follows:

1.   DJW help the students to accumulate the ideas, because the students write their past experiences and it make the students easy to accumulate their ideas (DJW is match with recount text because in recount text the students write their past experiences).

2.   DJW can help the students to cover lack of students' punctuation, spelling, and grammar in writing recount text, because in DJW the teacher will give a response about student's writing. So, by that way the students know about their lack.

F.   **Recount Text**

1.   Definition of Recount Text

Text has a variety of types, such as descriptive, narrative, procedure, analytical exposition, hortatory exposition, report, and recount text. Texts are always produced in a context. According to Knapp and Watkins (2005:18) … texts are produced by individuals, individuals always produce those texts as social subjects; in particular, social environments. In other words, texts are never completely individual or original; they always relate to a social environment and to other texts. It can be conclude briefly if texts are result of the social environment.

According to Knapp and Watkins (2005:223) recounts text are sequential texts that do little more than sequence series of events. So, a recount text is a text which tells about past events in chronologically.

2.  Purposes of Recount Text

Recount text is one of the texts which students' should master. Social purpose of recount text, Board of Studies citied in Hyland (2003:124) explains:

> Recounts "tell what happened." The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer's expressions of attitude about the events.

Nelley et al (2010:7) stated purpose of recount text is to retell and evaluate events and experiences. It can be conclude that the purpose of recount text is to retell about past experienced and to entertain the reader.

3.  Structural Features and Language Features of Recount Text

Indeed a text have structural characteristic. Here an example of recount text will help to see the features more clearly. Based on Board of Studies cited in Hyland (2003:20) the following is the example of simple recount text:

**Table 2.1**

**The example of recount text**

| Stage | A Recount example |
|---|---|
| Orientation | On Tuesday we went on a harbor cruise. |
| Events in chronological order | We went underneath the harbor bridge and then we went past some submarines. When we got to Clifton Gardens we had a picnic After we had finished we played on the climbings. Then Mr. Robinson came over and said Mr. Moses was giving out frozen oranges. Then after we finished that we went home. |
| Personal comment (optional | It was a nice day out. |

The structural features of recount text above show that a simply recount text consist of orientation, events in chronological order, and personal comment. However, Board of Studies cited in Hyland (2003:124) confirm that a recount text must have: (a) an orientation providing information about who, where, and when; (b) a record of events usually recounted in chronological order; (c) personal comments and/or evaluative remarks interspersed throughout the record of events; and (d) a reorientation, which rounds off the sequence of events. Correlated with that statement Nelley et al (2010:7) notes 3 stages of recount text, there are:

a.   Orientation, provides information about "who", "where", and "when".
b.   Sequence of events, presents events in chronological order.
c.   Personal comment, evaluates the events that took place.

The other aspect can be studied by the students in the recount text is language features.  Board of Studies cited in Hyland (2003:124) provides information on the linguistics features of the recount text that are includes:

a.   The use of nouns and pronouns to identify people, animals, or things involved;
b.   The use of action verbs to refer to events;
c.   The use of past tense to locate events in relation to the writer's time;
d.   The use of conjunctions and time connectives to sequence the events;
e.   The use of adverbs and adverbial phrases to indicate place and time;
f.   The use of adjectives to describe nouns.

4.   Kinds of Recount Text

A recount text is one of the materials that students should be mastered. So, there are many kinds of recount. According to Barwick (2006:4-5) classifies recount texts with different language level and content based on the audience and purpose, as follow:

a.  Personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where, and sometimes why are included but the sequences of recounting may change.

b.  Factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. This recount is usually written in the third person using pronouns he, she, and they. It may be written in the passive voice.

c.  Literary or story recount posses imaginary details that are placed in a realistic context. Character development is emphasised with the narrator responding emotively to the events. It is generally written in the first person using I or we, establishing a relationship between the writer and reader or speaker and listener.

d.  Procedural recount record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions.

e.    Critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using I or we but may be written in the passive voice.

Based on kinds of recount text above and the researcher's material used personal recount.

## G.    Rationale

Quantitative research is type of this research, which is the type of research related to numerial study. The design of this research is pre-experimental design one group pre-test and post-test, the purpose of this experimental research is to exam cause-effect relationship between two variables.

Based on the researcher's observation at the eleventh grade of SMK PGRI Pontianak, most of students had difficulties to write a recount text. Hence, the researcher introduced one of medium in teaching writing recount text that is Dialogue Journal Writing (DJW). The researcher used this medium because this medium can connect between students' experience and recount text. DJW is one of vary writing in personal journal. DJW is dialogue between students and teacher in written form that told about a topic that both of students and teacher agreed, kept in personal journal book or a book.

In SMK PGRI Pontianak, especially in the eleventh grade, the students demanded to master in some text but in this research the researcher focused in recount text. Recount text is one of the types of text that retells about past event

chronologically based on student's experience. The purposes of recount text are to retell about past experienced and to entertain the reader. Personal recount was kinds of recount text that researcher used in this research.

To measure how well students' writing, there are some aspects of writing that students should complete. The aspects of writing in this research are content, organization, vocabulary, language use, and mechanics. To construct a good text the students must go through some process, firstly is preparing, secondly is drafting, and the last is revising.

So, it can be conclude this research is quantitative research, the design of this research is pre-experimental design one group pre-test and post-test. To face students' difficulties in wrote a recount text, the researcher introduced one of media named Dialogue Journal Writing (DJW).