CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The General Concepts of Writing

According to Graham et. al. (2007: 09) Writing is important for the most contexts of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands. Proficient writers can adapt their writing flexibly to the context in which it takes place. In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter.

2.1.1. Definition of Writing

Writing has various kinds, it can be used as a means to express the writers' idea based on his experiences, thoughts, and feelings. In many schools, writing is principally conducted to demonstrate knowledge of deconstextualised facts with little awareness of a reader beyond the teacher-examiner

Zamel (1982 : 195) states writing is a process through which meaning is created. This suggests composition instruction that recognize the importance of generating, formulating, and refining one's ideas. Thus it can be stated that writing

is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

In the other opinion Hahn (2005 : 1) states Writing is all about communication, and if you want to communicate properly, your messages must be clear and concise.

2.1.2. The Advantages of writing

Wyrick (1996:12-13) mentions some advantages of writing, they are:

1. **Writing help us explore our own thoughts and feelings.**

   Writing forces us to articulate our ideas, to discover what we really think about an issue.

2. **Writing lays out our ideas**

   When we write, we (and the world at large) see who we are, and what we stand for.

3. **Writing can provide a record of our thoughts.**

   Writing well eenables us to see and know our selves –our feelings, ideas, and opinions –better.

4. **Writing effectively to communicate with the others.**

   While some of our writing may be done solely for ourselves, the majority of it is created for others to share. In this world, it is imposible to claim that we write only for ourselves.

5. **Writing help to make some important writing**

   You may need to write formal letters of application for jobs or graduate training

6. Writing help to improve our abilities to use language

We will become more aware of the ways others write and speak.

2.1.3. The Process of Writing

Based on Langan (1993: 11-31), there are numbers of important general factors that will help the students to create good papers. These factors include as follows:

1. Having the Right Attitude about Writing

Most of people believe that writing is a "natural gift" for they who have talent in writing since child. The other people also say, "I'm not any good at writing" or "English was not one of my good subjects." Their attitude becomes a self-fulfilling prophecy: their writing fails chiefly because they have brainwashed themselves into thinking that they don't have "the natural talent" needed to write. Unless their attitude changes, they probably will not learn how to write effectively. Writing is a skill like driving, typing or preparing a good meal. Like any skill, it can be learned.

2. Knowing and Discovering the Subject

Whenever possible, try to write on a subject which you are interested in. You will then find it easier to put the necessary time into your work. Even more important, try to write on a subject that you already know something about. If you do not have direct experience with a subject, you should at least have indirect experience knowledge gained through thinking, prewriting, research and many others. Writing can help you think about and explore your topic and decide on the final direction of your paper.

3. Keeping a Journal

Because of writing is a skill, the more you practice it, the better you will become at it. One excellent way to get writing practice is to keep a daily or journal. It means that you should have writing activity in a long your time. It can be done after your class of the day, before dinner or before going to bed. It just spends fifteen minutes for writing in your journal. Keep in mind that you do not have to plan what to write about or be in the mood or worry about making mistakes as you write, just write down whatever words come out. You should write at least one page in each season.

4. Pre-Writing or Having Ways of Getting Started in Writing

Most of people sometimes have trouble getting started with their writing. There are five techniques that will help you think about and develop a topic and get words down on paper. They are as follows:

a) Brainstorming

b) Free-writing

c) Diagramming

d) Making a List

e) Preparing a Scratch Outline

5. Outlining

Outline is a central to writing a good paper. An outline provides a quick check on whether your paper will be unified. It suggests right at the start whether your paper will be adequately supported. It also shows you how to plan a paper that is well organized.

6. Revising, Editing and Proofreading

An effective paper is almost never written all at once. Rather, it is written in a step by step process in which you take it through a series of stages from prewriting to final draft. First stage is prewriting for getting ideas and impressions about the subject on paper. Second stage is writing and revising several drafts.

2.2. Synectic Model

2.2.1. Definition of Synectic

According to Seligmann (2007 : 3) the term Synectics, from the Greek "syn" and "ektos," refers to the fusion of diverse ideas. It assumes that at the most basic levels, the diverse ideas in question are "the strange" and "the familiar." Although inventors most often engage in "making the familiar strange," students benefit more from "making the strange familiar." Synectics achieves both objectives through use of metaphor. According to Aristotle in Seligmann (2007 : 4) Metaphor (meta-phora) consists in giving the thing a name that belongs to something else, the transference being either from genus to species, or from species to genus, or from species to species, or on the grounds of analogy In the classroom, Synectics utilizes three metaphorical forms: direct analogy, personal analogy and compressed conflict.

The definition of Synectic is a strategy which confront some of parts that using metaphor to get fresh opinion, and Synectics is a proven, structured process for obtaining creative problem solutions.

2.2.2. The Step Of Synectic Model

In the classroom, Synectics utilizes three metaphorical forms: direct analogy, personal analogy and compressed conflict.

There are two form strategis in Synectic :

1. The first strategy : creating something new

Introducing the someting strange which make students understanding the problem, ideas, or product in a something new.

Phase I   : Description of the Present Condition

Phase II   : Direct Analogy

Phase III   : Personal Analogy

Phase IV   : Compressed Conflict

Phase V   : Direct Analogy (based on the compressed conflict from Phase IV)

Phase VI   : Re-examination of the Original Task

2. The Second Strategy : making the strange familiar

Phase I   : Substantive Input (The teacher presents the new topic).

Phase II   : Direct Analogy (The teacher suggests an analogy and asks students to explain it).

Phase III   : Personal Analogy

Phase IV   : Comparing Analogies (Students point out the similarities between the new material and the direct analogy).

Phase V   : Explaining Differences (Students recognize where the analogy breaks down).

Phase VI   : Exploration (Students re-explore the original material).

Phase VII   : Generating Analogy (Students repeat the analogy process in small groups, this time creating their own analogies).

Direct analogy examines similarities between two ideas. For example, students may compare the cardiovascular system to a superhighway, drawing as many connections as possible between the two. If blood cells are like delivery trucks traveling through the vascular system to deliver oxygen to the body's organs, then a blood clot is like a traffic jam preventing the blood cells from making their vital deliveries.

Personal analogy encourages participants to empathize with subject matter. Using the previous example, as students imagine what it feels like to be a blood cell traveling throughout the body, they might discuss the frustration and helplessness a blood cell feels during a blood clot based on their experiences in traffic jams.

Compressed conflict deepens students' conceptual understanding by examining natural paradoxes. For instance, the blood clot is a "lifesaving killer" since a clot in the brain results in a potentially deadly stroke, but a clot in a flesh wound prevents one from bleeding to death. Young students often struggle to

identify paradoxes, in which case the teacher can assist them by suggesting conflicting terms.In the blood cell discussion, the teacher might ask how a blood clot is like a lifesaving killer and let the students find the explanation.

2.2.3. The Advantages and Disadvantages of Synectic Model

In the process of implementing a new learning model, there are definite advantages and disadvantages. In this case the teacher on duty to minimize these short comings and advantages over developing the method it self.

2.2.3.1 The Advantages of Synectic Model

1. This model can help to develop new knowledge for student about a problem so they know how to solve it.

2. Developing explanation and self knowledge when they get new material.

3. Developing creative thinking for the student and the teacher.

4. This model applied in a intelectual freedom's situation and in sameness status among students.

5. Can help student to find the way of thinking something new in solve the problem.

2.2.3.2 The disadvantages of Synectic Model

1. It's difficult to do if the student usually use the traditional model of learning.

2. The student strive to reflective and imaginative in specific situation so they may less of understanding the facts and the procedures.

2.3. Recount Text

2.3.1. Definition of Recount Text

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. There is no complication among the participants and that differentiates from narrative (Wahidi, 2009 : 12).

2.3.2 The Types of Recount

Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative. Based on Wahidi (2009 : 12) there are 3 kinds of recount. These are:

1. Personal recount

these usually retell an event that the writer was personally involved in

2. Factual recount

recording an incident e.g. a science experiment

3. Imaginative recount

writing an imaginary role and giving detail of events.

2.3.3. The Generic Structure and Language Features of Recount Text

2.3.3.1 Generic Structure of Recount:

a. Orientation (introducing the participants, place and time)

b. Events (describing series of event that happened in the past)

c. Reorientation (it is optional. Stating personal comment of the writer to the story)

2.3.3.2 Language Feature of Recount:

a. Introducing personal participant, e.g. I, my group, etc.

b. Using chronological connection, e.g. then, first, etc.

c. Using linking verb, e.g. was, were, saw, heard, etc.

d. Using action verb, e.g. look, go, change, etc.

e. The recount has a title, which usually summarizes the text;

f. Specific participants, e.g. Mum, The Crab, etc.

g. The basic recount consists of three parts, the setting or orientation-background information answering who, when, where, why. Events are identified and described in chronological order. Concluding comments express a personal opinion regarding the events described.

h. Details are selected to help the reader reconstruct the activity or incident (factual recount).

i. The ending may describe the out come of the activity(e.g. "In a science activity" (factual recount)).

j. Details of time, place and incident need to be clearly stated (e.g. "At 10.15pm, between Reid Rd and Havelock St. ,amandrove at 140kilometers toward the shopping centre"(factual recount)).

k. Descriptive details may also be required to provide information (e.g. "He was a skinny boy with a blue shirt" or "Red sneakers and long tied back hair" (factual recount)).

l. Includes personal thoughts/reactions (imaginative recount), such as using material processes e.g. was walking, etc, then focusing on temporal

sequences, describing events and using adverb.

m. Passive voice may be used.

n. Using simple past tense.