CHAPTER II

Review of Related Literature

In this chapter, the researcher focuses on review of related literatures that used as the theoretical background and previous studies which related to the research. The review of related literatures is described as follows;

A. **Review of Related Literature**

1. **Timeline Strategy**

Definition of Timeline Strategy

Timelines are diagrams that illustrate the reference of time made by given a piece of language. They are used to show how a particular language item (often a verb in a particular tense and aspect) places particular events or situations in time and in relation to other events. 18

According to Carole Cox timelines are graphic representations of the chronology of events in time. While they are often used a way to display information in visual form in textbooks as an alternative to written narrative, students can also become more actively engaged in learning the sequences of events in history by constructing timelines themselves. 19

http://www.teachingenglish.org.uk/article/timelines
 acces at December 30 2015
 Cox Carole, Literature-Based Teaching in the Content Areas, Sage Publications, Inc, 2011,87

b. The Use of Timelines

According Gareth Rees in British council there are some usefulness of timeline strategy, they are: 20

Time line strategy can simplify linguistic explanation, this strategy facilitates student to identify the use of right tenses. Besides, it is an easy way for students to reinforce the understanding of a concept in a text. The students can have Illustrate the differences between verb forms and other language items

Each student has different learning styles, such as auditory, visual, and kinesthetic and others. Timeline strategy can help students with visual learning style. Moreover, timeline strategy provides a reference point for students and encourages the awareness of how language refers to time in different ways.

A timeline icon was chosen to represent recount because it is a simple, clear indicator of chronological order (using left \rightarrow right as an indicator of time passing), and visually easy to remember. ²¹

The benefits of timeline strategy based on National Literacy Strategy are: 22

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²⁰ Teaching English.....

²¹ Palmer Sue, How to Teach Writing Across The Curriculum: Ages 6-8, Routledge, New York, 2011. Pg.

- 1) An opportunity to sort out the main events, and their sequences, without the added effort putting on them into sentences
- 2) An overview of all the events, in clear chronological order, so the author knows exactly how much he or she has to cover (and doesn't get stuck on the bus)
- An opportunity to consider how to divide the information into paragraph before beginning to write
- 4) An opportunity to decide whether to follow a linear chronological structure or to adapt the time sequences for effect, e.g: starting with a key event in a biography

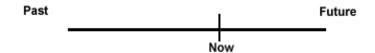
c. Kind of Timelines

There are no set rules for the appearance of timelines; rather, there is a common sense convention which will be described below.

The basics a horizontal line represents the basic line of time. The left end of the line is the first point in time. The right end is the final point in time. Thus, time is deemed to move forwards as the line moves from the left to right. This line is usually marked with a point that represents now. Thus, the timeline is divided into the past and the future.²³

²² National Literacy Strategy., *National Literacy Strategy. Grammar 3, Grammar 3,* (S.I.: s.n., 2002).

²³ National Literacy....



To emphasize the direction of time the line maybe capped with an arrowhead. Gareth like represent the present with triangle, as below:



This simple template can be added to in order to show everything from the difference between the words after and before and the meaning of future perfect continuous!

Symbol

The following is a summary of the common symbols used in timelines

A single action or events **X**

A repeated action or habit **XXXX**

A permanent state or situation

A temporary state, situation or repeated continous action



Exact time of event unknown ????

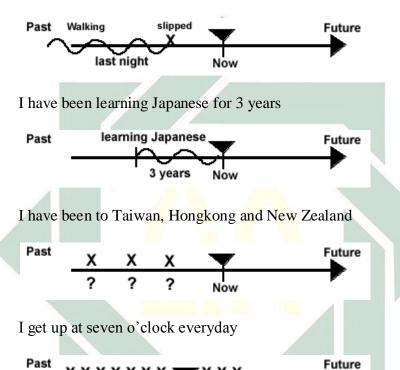
A point in time



A period time

Examples of using symbol of timelines:

Last night, I was walking home and when I slipped on the icy path



There are several types of timelines a teacher can choose, depending on the grade, area of study in social studies and needs of students.²⁴

• Horizontal: from left to right

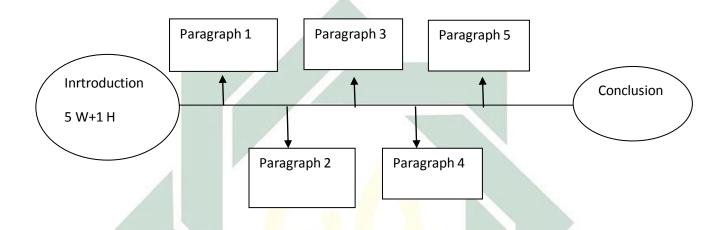
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²⁴ Cox Carole, Literature-Based Teaching in the Content Areas, Sage Publications, Inc, 2011, 88

- **Vertical**: from bottom to top
- **Illustrated**: pictures added
- **Table top timelines**: add objects, artifacts, photographs in frames, etc. to a timeline on a table or counter in a classroom
- Circles: this could be a clock or represent a journey that ended where it began
- Computer generated: use Word, Excel, or PowerPoint, adding information to create a personal or historical timeline
- Meandering: a timeline could represent a journey or migration that did not follow a linear path
- Map: put a timeline directly on a map to show both distance, place, and time on a Journey
- Parallel timelines: put a student's life on the left and world events on the right
- Living timelines: construct a large timeline that uses the walls or floor of the room using lengths of butcher paper; students can learn about and dress to represent historical events and then tell other member of the class, or an audience of other classes, about the period

d. How to make timeline in recount text

According to Palmer timeline was chosen to represent recount because it is a simple, clear indicator of chronological order (using left → right as an indicator of time passing), and visually easy to remember.²⁵



2. Writing Ability

The importance of writing skills is growing in tandem with increasing international interactions/transactions and opportunities in real life. Writing is a productive skill that's supported by receptive skill. When students want to formulate the ideas, the students should have some resources that help critical thinking. From receptive skills whether reading or listening are able to help students of producing language in

²⁵ Palmer.....

written because writing can stimulate and support critical thinking skills while showing what students do not understand.²⁶

Students have to notice five components as evaluating of writing in exploring their thought and ideas: composing style, word, formation, usage and mechanics mentioned by self $(n.d)^{27}$ because of evaluation should be done to measure or to know the students ability in writing especially in recount text. The effect of a learning process of writing skill can be measured through an evaluation activity. Here are some aspects evaluated for each category that's taken by self $(n.d)^{28}$

1. Composing

The composing related to the content and organization which the composing of writing focuses on central ideas with organized and elaborated text.

2. Style

It's about how to choose vocabulary, sentence variety, information and voice to affect reader.

3. Sentence Formation

Sentence formation is related to grammar. Grammar is an important convention that makes communication (both oral

²⁸ O'Mallley J....

²⁶ Jennifer lyn Craig, Integrating Writing Strategies in EFL/ESL University Context (New York and London: Routledge, 2013),115

²⁷ O'Malley J. Michael and Lorraine Pierce Valdez, Authentic Assesments for English Language Learners: Practical Approaches for Teachers (USA: Longman,1996),145

and written).²⁹ It's about how to write an essay with grammatical correctly including in standard word order, no enjambment (run on sentences), completeness (No sentence fragments), standard modifier and coordinators, and effective transitions.

4. Usage

The usage related to standard inflections (e.g., plural, possessives, -ed, -ing with verbs, and -ly with adverb), subject-verb agreement (we, we is vs we are), and standard word meaning.

5. Mechanics

It's about effective use of capitalization, punctuation, speeling, and formatting (paragraphs noted by indenting).

3. Recount Text

a. Definition of recount text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in

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 $^{^{29}}$ Margaret Keenansegal and Cherylpavlik, Interaction 2 Writing (Singapore: Megraw Hill, 2007), 24

original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.³⁰

b. Generic Concepts of Recount

There are three generic structure of recount. They are:

- 1) Orientation: provides the setting and produces participants. It provides information about :"who, where, and when".
- 2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
- 3) Re-orientation: optional-closure of events. It is rounds off the sequence of events.
- Grammatical Features of Recount c.

The common grammatical features of recount text are:31

- 1. Use of nouns and pronouns to identify people, animals, things involved
- 2. Use of actions verbs to refer to events
- 3. Use of past tense to locate events in relation to speaker's or writer's time

 $^{^{30}}$ Hyland Ken, Genre and Second Language writing (New York, Michingan Press, 2004),29 31 Hyland Ken....

- 4. Use of conjunctions and time connectives to sequence of events
- 5. Use of adverb and adverbial phrase to indicate place and time
- 6. Use of adjective to describe nouns
 - d. Types of Recount

There are three types of recount:

- 1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
- 2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- 3. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented). Here the example of recount text:

Our Trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and della's house. It has a big garden with lots of colorful flowers and a tennis court.

Event 1

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

B. Previous Studies

There are five previous studies related to this study. The first study is done by Farid Helmy entitled *Improving Students Skills in Writing Recount Text* by Using Personal Letter. The objective of the study is to describe the improvement of personal letter in writing recount text to the tenth grade of MASS Proto Pekalongan in the Academic Year 2011/2012. The writer conducts a classroom action research to know the effectiveness of personal letter in improving students' skills in writing recount text. The result of the test shows that the students' score in the pre-cycle test was 55.5, the students' score in the cycle I test was 72.2. The

achievement of the test shows that the treatment was successful because the result of the cycle II test was higher than the cycle I test.³²

The second study was done by Christian D. Manurung entitled "Improving Students' Achievement in Writing Recount Text by Using Transitions – Actions – Details (TAD) Strategy". The objective of the study is to know the effectiveness of TAD Strategy in writing Recount Text. The writer conducted classroom action research. The subject of this research were the second year students of SMP Immanuel, Medan, class VIII-A which consisted of 36 students. This research is conducts in two cycles. Each cycle was organized in four steps, namely Planning, Action, Observation, and Reflection. Cycle II was the improvement of Cycle I. The result of this study shows that students' score improved from Test I to Test III. Based on the data analysis, Students' mean in Test I was 44.33, in Test II was 61.13, and Test III was 82.66. The conclusion is that the Transitions – Actions – Details (TAD) Strategy can improve students' achievement in writing recount text. 33

The third study is done by Eviana Yuni Afriana with the tittle "The Use of Blog to Teach Recount Text to Improve Students' Writing Skill "A Case Study of the Year Eight Students of SMPN 5 Semarang in Academic Year 2011/2012". This research finds out whether teaching writing recount by using

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Farid Helmy, Bachelor Thesis: "Improving Students Skills in Writing Recount Text by Using Personal Letter" (Semarang: IAIN WALISONGO, 2012)

⁽Semarang: IAIN WALISONGO, 2012)

33 Christian D. Manurung, Bachelor Thesis: Improving Students' Achievement in Writing Recount Text by Using Transitions – Actions – Details (TAD) Strategy (Medan:, 2013)

a blog as the medium is effective to improve students' ability of writing recount text and to find out whether there is any improvement of students' ability of writing recount text after being taught using blog. The result of this study shows that there was a significant improvement of students" ability of writing recount text after being taught using blog. While from the result of the observation checklist and questionnaire, the students gave good responses after being taught using blog. It can be concluded that a blog was a helpful medium in teaching writing recount text.³⁴

The fourth study is done by Doni Ramli under the title "An Analysis on Students' Error In Writing Recount Text" This research discusses the errors in writing recount text of the tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013. The writer conducts a descriptive research where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are measurement technique and direct observation technique. The tool of collecting data is written test. The result of this research shows that there are 275 errors made by the students in writing recount text. The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.³⁵

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³⁴Eviana Yuni Afriana, Bachelor Thesis: *The Use of Blog to Teach Recount Text to Improve Students' Writing Skill* "A Case Study of the Year Eight Students of SMPN 5 Semarang in Academic Year 2011/2012 (Semarang: Universitas Semarang, 2012)

¹⁴Doni Ramli, Bachelor Thesis: *An Analysis on Students' Error In Writing Recount Text* (Pontianak: Tanjungpura University 2013)

The fifth study is done by Ellanari Karanani under the title "Area of Problem in Writing Recount Text" this research discusses the area of a problem occurs when students write recount text. The writer uses descriptive method in order to gain the data needed. The data were gained by using writing as test instrument. The result of this research on the students ability in writing recount text based on the five writing aspects was classified as fair, but most of them still encountered with some serious problem. ³⁶

However there are the differences between the first, second and third studies they various strategies applied such as personal letters, TAD and blog as media to teach writing recount text. The fourth and fifth studies are an analysis of writing recount text. What is the different from this research and research above mentioned is that this research use timeline strategy to improve students writing in recount text.

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³⁶Ellanari Karanani, Bachelor Thesis: *An Area of Problem in Writing Recount Text* (Palangkaraya: Palangkaraya University, 2014)