

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section the researcher wants to show the theoretical basis of the research related to the title the research want to research. This section of Definition of Writing, Type of text, Recount text, Learning media, and previous research, and conceptual framework.

2.1 Definition of Writing

Writing is a fundamental skill essential for effective communication and is particularly critical in academic contexts. It serves as a means of expressing ideas, opinions, and arguments in a structured and coherent manner. Erdogan (2013) highlights writing as a prominent skill that facilitates individuals in articulating their perspectives and engaging in productive discussions.

Students with advanced writing abilities are better equipped to communicate efficiently across academic, professional, and personal domains. Writing requires meticulous attention to various elements, including organization, grammar, and language, especially in narrative contexts. Siti (2020) asserts that writing exercises provide students with opportunities to articulate their thoughts, fostering enhanced creativity. This skill is distinct from other modes of communication, such as reading, speaking, and listening. Importantly, writing is considered the least utilized form of communication among individuals and is often perceived as the most complex skill to acquire, with errors in writing being notably common.

Individuals who regularly engage in writing tend to exhibit a strong interest in areas such as philosophy, education, and personal development.

Moreover, writing proficiency is indispensable for academic success and professional development. According to Sufatmi and Aizan (2016), writing represents one of the most vital English language skills that Indonesian EFL learners must master. This competence enables students to effectively compose various written formats, including letters, essays, research papers, articles, journals, assignments, term papers, and reports, which are integral to academic and professional communication.

According to Harmer, there were 4 steps of process writing, as follow: 1) Planning or pre-writing, 2) Drafting, 3) Editing, and 4) Final version is the last process of writing. On the first stage is planning, writers generate. This may involves brainstorming, outlining, and deciding on the purpose and audience for the writing. Second is drafting, writers create a first version of their text. The focus is on getting ideas down on paper without worrying too much about accuracy. Third is editing, this includes checking grammatical errors, refining word choice, and ensuring clarity and coherence in the text. Last is final version, it involves producing a polished version of the text. May include formatting and preparing the document for presentation or publication.

2.2 Recount Text

Recount text is a text that told an event that has already occurred and a narrative text are both creative stories meant to entertain and impart moral lessons to readers. According to Pardiyono (2007), a recount text is a kind of writing intended to recall an experience or event that has already happened. Through the

chronological presentation of historical event facts, this writing serves to enlighten or amuse the audience. Recount texts are primarily intended to assist listeners or readers in comprehending and vividly imagining past occurrences. According to Anderson (2003), a recount text is an story that recounts previous events, often in the chronological sequence in which they occurred.

Melalolin (2020) characterizes a recount text as a narrative that attempts to educate readers about a prior event, action, or activity. Texts that recount past occurrences have the primary purpose of informing or amusing readers by telling tales about these experiences.

From the definition above, it can be seen that recount texts are an essential type of narrative writing that enables writers to communicate historical events and experiences to their readers. Recount texts attempt to entertain and interest readers in addition to informing them by presenting these events chronologically, giving them a clear picture of what happened.

2.2.1 Generic Structure of Recount Text

Western Australian Ministry in Firmala Sari (2018;15) said that the general structure of a recount text includes three main parts: 1) Setting or Introduction: This section provides background information that helps readers understand the context of the story. Details about who was involved, where the event occurred, when it occurred, why the event occurred, what happened, and how the event occurred are explained in this section; 2) Event: significant events are described in this part, which is often organized chronologically. Each occurrence is thoroughly described so that readers may understand the plot; 3) closing statement: this concluding section is tailored to the purpose and audience of the text. A closing

statement can be a conclusion, reflection, or comment on the event being told, providing resolution or closure to the story being told.

In Wachidah (2004), Hardy and Klarwein said that the general structure of recount texts is composed of three primary components: 1) Orientation: this component gives background information by responding to the five W questions (what, who, when, where, and why) and introduces the attendees, location, and time of the event; 2) Sequence of Event: this portion narrates the events in chronological order; 3) Reorientation: the author's personal thoughts on the narrative are included in this concluding section.

In summary, a recount text's typical structure consists of an introduction that gives basic details about the occurrence, like who was involved, where it happened, when it happened, and why. The chronology of events is explained in chronological order in the second section, which is a series of occurrences. Reorientation, the last piece, serves as a conclusion by offering the author's personal assessment of the tale that has been given, frequently along with a reflection or assessment of the incident that has been recounted. The context, specifics, and order of events in a recount narrative are therefore better understood by readers because to its structure.

2.2.2 Types of Recount Text

Anderson's classification of recount text kinds in Mcnamara (2019). 1) Personal Recount: Personal Recount is a kind of recount writing that describes the author's own prior experiences, such as memorable travels, memorable games, or enduring recollections; 2) Factual Recount: A recount text that presents reports about actual events or facts is known as a retrospective. Reports on the outcomes

of scientific studies, news articles, historical documents, or police reports are a few examples of application; 3) Imaginary Recount An author's imagination is used to narrate a narrative in an imaginative recount text. Even though it is told in the past tense, this story can be a fantasy story or a fictional story that uses created settings and characters.

According to Barwick in Aston (2015), there are a number of distinct kinds of recount texts that are tailored to the audience and communication goal based on the language and content level: 1) Personal Recount: This type involves the author recounting personal experiences, such as diary entries, autobiographies, or personal letters. It offers a subjective perspective, presenting events as perceived by the writer, and is commonly used to foster personal reflection or share experiences; 2) Factual Recount Text: This kind records a sequence of occurrences and assesses their importance. Historical narratives, scientific research, traffic and sports reports, and their application in movies, TV shows, and videos are a few examples. Factual recount books frequently use technology and print resources to do in-depth study on a particular subject; 3) Imaginary Recount: This type of recount text reimagines events creatively, blending fictional elements with narrative techniques. Often employed in creative writing exercises, imaginative recounts aim to engage readers through enhanced storytelling while maintaining a chronological sequence; 4) Procedural Recount: Procedural recounts detail the steps undertaken in specific tasks or activities, often found in instructional contexts such as lab reports or procedural guides. These texts are structured to inform and enable replication of the described process; 5) Historical Recount: This type provides an account of historical events, presenting facts and

sequences to inform readers about significant occurrences in history. It is often used in educational contexts to teach about past events.

Therefore, it can be concluded that each type of recount text possesses unique characteristics and serves specific communicative purposes. The choice of recount text type depends on the intended audience and the nature of the information or narrative to be conveyed. Understanding these distinctions enables writers to more effectively organize and present experiences or information, whether to entertain, educate, or advocate particular perspectives.

2.3 Learning Media

The Latin word "medium," which meaning "intermediary" or "introduction," is where the word "media" originates (Mahnun, 2012). Everything that is utilized to transmit messages from the sender to the recipient is considered media, according to Bastian (Bastian, 2019). Additionally, media may be used to spread information or messages that the originator of the message want to reach the intended audience. Learning achievement may be attained via the usage of instructional material.

Arsyad (2016) stated the different elements of the learning environment that inspire students to study are known as learning aids. Any tool that teachers may use to communicate with students and vice versa is considered a learning aid. As a result, it can effectively speed the learning process by stimulating students' ideas, feelings, and interests. Learning aids may also be thought of as strategies, tactics, and resources that improve communication throughout the learning process. Learning media, according to Mashuri, is anything that channels the subject matter and stimulates students' interests, feelings, and ideas (Mashuri, 2019).

The previously mentioned understanding leads to the conclusion that learning media are both technical and physical components of the teaching and learning process that can assist teachers in streamlining the delivery of learning materials to make them more useful and understandable for students, thereby making it simpler to meet the intended learning objectives.

2.3.1 Definition of Flashcard

Flash cards are cards containing symbols, signs, images, words, and definitions intended to aid pupils in comprehending a learning content. Traditionally, flashcard are printed on paper, often index cards. Flashcard is a special media that is able to be used as it should be. Flashcards are one of the visual media that can be provided to students (Aisyah et al., 2020). Significant study has been conducted on flashcard as a popular vocabulary teaching instrument, but digital flashcard has gotten far less attention (Sage et al., 2020; Pasaribu, Hutasoit & Sihombing, 2022).

A flashcard is a card with information printed on both sides that is meant for memorizing purposes. On one side of each flashcard is a question, and on the other, the corresponding answer. A standard flashcard has a word or question on one side and a definition or answer on the other. Paper flashcard includes simple information, such as a word and its corresponding picture (Chen & Chan, 2019). Traditional flashcard can be utilized in numerous ways to enhance children's vocabulary acquisition, and numerous trials presented by researchers have proved the usefulness and utility of conventional paper flashcard for language acquisition.

Flashcard was one method for teaching vocabulary. As a visual aid, flashcard was an engaging medium that may help children memorize words. Flashcards are

effective educational tools designed to enhance students' understanding and retention of learning content through the use of symbols, images, words, and definitions. Traditionally printed on paper, flashcards serve as a visual medium that aids in vocabulary acquisition and comprehension. While significant research has highlighted the effectiveness of traditional flashcards in teaching vocabulary, there is a notable gap in studies focusing on digital flashcards.

2.4 Research Relevance

Researcher	Title	Method	Purpose	Conclusion	Comparison
Musyaffa, M. L. (2020)	Flashcard as a Media to Improve Students' Writing Skill in Descriptive Paragraph	Classroom Action Research (CAR)	To determine whether flashcards can improve students' ability to write descriptive paragraphs.	The study concluded that the use of flashcards significantly improved students' vocabulary mastery and the organization of ideas in writing descriptive texts.	The Implementation of flashcards in writing recount texts through a qualitative case study approach
Kalsum, U., Ansari, Z. K. (2023)	Pengaruh Media Pembelajaran Flashcard Terhadap Kemampuan Menulis Surat Dinas Siswa Kelas VII SMP Muhammadiyah 1 Medan	Quantitative (Quasi-experimental)	To analyze the effect of using flashcards on students' ability to write formal letters (surat dinas).	The findings showed a positive and significant influence of flashcard media on students' writing skills, particularly in structure and vocabulary.	The Implementation of flashcards in writing recount texts through a qualitative case study approach
Azharra, P., Shodiq, J., & Setyaji, A. (2022)	The Use of Flashcard to Improve Students' Vocabulary Mastery in Writing Descriptive Text: Case of Grade 7 of SMPN 5 Ambarawa in the Academic Year 2021/2022	Classroom Action Research	To investigate the effectiveness of flashcards in enhancing vocabulary mastery to support students' descriptive writing.	The results showed that flashcards significantly improved students' vocabulary acquisition, which contributed to better writing outcomes in descriptive texts.	The Implementation of flashcards in writing recount texts through a qualitative case study approach

Table 2.1: Previous Study

2.5 Research Framework

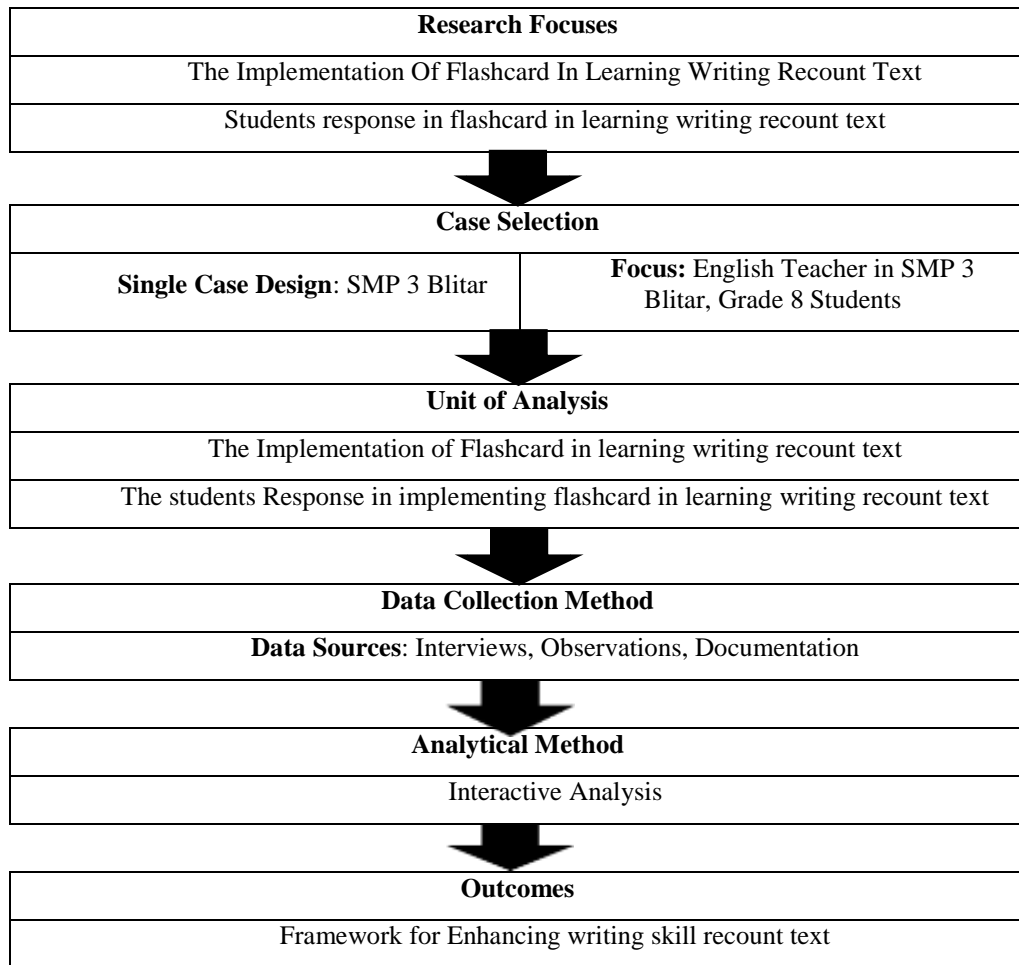


Figure 2.1: Conceptual Framework