

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and studies concerning with (a) writing, (b) teaching writing, (c) genre, (d) recount text, (e) diary.

A. Writing

Students should skilled four skills in English Lesson; they are listening, speaking, reading and writing. Writing can be defined as a skill of communicating ideas through written symbol by organizing the ideas based on the language system to convey meaning.

1. Definition of Writing

In English we know that writing is one of skills that students have to mastery. According to Brown, (2000:337) writing is a transaction with word whereby you free yourself from what you presently think, feel and perceive. It means that with writing the writer can free explore the writer's think, feel and perceive. Writing is the art of making an utterance perfectly naturally through the perfectly unnatural process of making every word and phrase, (Tredinnick 2008:10). It means writing is an utterance that is perfectly and naturally.

Writing is a powerful means of communication (Okonkwo and Olokun, 2004:118) . And, writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily

met by the spoken language (Nunan, 1991:84). Writing can create communicative without meet with the spoken. Based on statement above, writing is the art in making an utterance based on what the writer think, feel and perceive in written form or printed.

2. Purpose of Writing

According to Okonkwo and Olokun (2004:119), writing is defined by its purpose which is the goal or intention of the writer. The goals of writing vary and are of them, following types: taking notes at lectures or when you read, summarizing (the main idea of a text), answering test or examination questions, narrating an incident event and experience, describing a process of procedure and event, an object or a person, persuading someone or people, exposing an idea, a procedure, and belief a philosophy.

B. Teaching Writing

Teacher should have more innovative in teaching writing. Teacher should be patient in teaching writing because writing need more time in learning. In teaching writing should step by step in write a text. Students will feel interested if teacher has innovative in teaching writing a text.

1. Teaching writing

Gebhard (1996:223-225) state if the teacher need to learn the basic conversations of writing. This include being able to identify and write down letters, words, and simple sentences.

One basic activity is tracing letters, words, and sentences. One way teachers have students trace letters and words are to utilize tablet-style sheet. Students use pencils to trace letters and words written in an appropriate size and shape.

Another widespread activity is called “Copy and Change”. Teachers give a passage and ask their students for copy it into a book and ask to change the subject or the object in passage.

For example:

The first activity: asking students to copy the passage.

The second activity: asking students to change the subject or object in passage.

The third activity: asking students to change the tenses of passage.

Another activity for advances beginners is to read and write public notices. Such as: on Supermarket, dormitory bulletin boards. That is interesting for students that they have been able to make connections with the larger community outside classroom.

According to Harmer (2004:323-325), many students whose native-language orthography is very different from English have difficulty forming English letters and may have to be taught exactly to be done. Students should write letter, then word, after that sentences based on the level. Teacher should teach spelling in beginning level. Students feel difficult in spelling a word because the sound and the word of English language are different. Teacher asks student to read

and rewrite sentences with spell word by word. Teacher should ask students for attention in layout and punctuation of written. Different genre of writing is laid out differently.

2. Kind of Activities in Teaching Writing

Teacher should have good activity while teaching writing. According to Gebhard (1996:225-235), there are some activities in teaching writing:

a. Composition writing

Composition writing is the activity that students should work through a process of writing, drafting, revising, and editing. Students should do all of these steps in composition writing although each of these activities does not take place in a linier fashion.

b. Language-play writing

Some EFL/ESL teachers use language-play activities in writing classes. Such activities can be fun and engage students in writing. There are, of course, a great number of language-play writing activities, and here I only provide a few examples. One activity is called "Name Poems". Students, either alone or in groups, are asked to create a poem based on a name. They either are given or select the name of a thing or a person. They then write this word vertically on a piece of paper and create a poem

by using a letters of the word, coupled with the meaning of the word.

c. Newsletter writing

Some classes (or school institutes) engage students in publishing their own newsletter. The teacher can solicit or ask volunteer students to write columns for the newsletter on local cultural events, trips they took and news about class members and teachers. Likewise, the newsletter can include students' creative writing, for example, short stories, poetry, or an editorial. They might also include announcements, test schedules, and other procedural-type news.

d. Pen pals

Another way to provide a genuine writing experience for students is through pen pals. There are a number of pen-pal organizations, and it is possible for teachers to establish their own pen-pal connections. Once the connection is established, one class needs to initiate a letter. If the students are fairly low level, a short generic letter can be written by the whole class and sent to each pen-pal. Students can study letter format, including how and where to write the date and examples of ways to open and close letters.

e. Dialogue Journal Writing

A dialogue journal is a written conversation between two or more people. In the class, the teacher and each student write back and forth, there are benefits to such a one to-one exchange. It is possible to know the students, better understand their language problems, and create a personal way to motivate each student. It can also teach students that we write to an audience, that we think about the reader as we write.

3. Process of writing

In teaching of writing suggested the process writing has seven steps (Okonkwo and Olokun 2004:119), as follows:

a. Choosing a topic

Teacher gives two or three topic to students and ask write on one. The following tips will enable you to choose right in such a situation.

1. Read and understand the demand of each question.
2. Select the topic or question you understand and know most about.
3. Take pains to think deeply about the topic you choose.

For class or take-home assignment, there may be no choice.

That is, the teacher may give one topic for everyone to write on. Whether, for writing is in an examination situation, for an assignment or for general communication.

b. Planning

Planning is the next stage in the writing process. It requires you think deeply about the topic in order to generate relevant ideas.

Planning requires you to:

1. Look for what you are asked to do by the topic, check out any clues given in the topic that will aid your understanding it;
2. Think on what you have seen or experienced about the topic;
3. Think on what you have heard about the topic;
4. Think on what you have read about the topic;
Think on what you can imagine about the topic.

c. Shaping

Having gathered the relevant points on the chosen topic, the next phase is to organize these into sections call paragraphs. A paragraph is a group of sentences that communicate an idea, a thought or a message in sequential relationships. A piece of writing may contain one, two or more paragraphs, depending on the length of the writing.

Paragraphs are usually organized into three areas, namely:

- 1.introduction (one or two paragraphs);

2.the body of the essay (several paragraphs);

3.the conclusion (one or two paragraphs);

d. Drafting

After students have generated ideas, they need to write them down, and teachers have students draft their ideas in a number of ways.

e. Revising

Once students have generated a draft, they can consider revision of the content and organization of their ideas. However, this is not necessarily easy for students to do. Some students have a limited understanding about what revision include, and some lack the patience needed to go through a time-consuming and sometimes frustrating revision process. However, there are things teachers can do to teach students the concept of revision.

f. Editing (reflecting and revising)

Editing is another aspect of writing and requires recognizing problems in grammar (e.g., subject-verb disagreement, improper pronoun use, incorrect verb tense), syntax (e.g., fragment and run-on sentences), and mechanics (e.g., spelling and punctuation errors).

g. Proof reading.

Students proof read to check for typographical errors. Students should check the handwritten if it typed work.

h. Characteristics of writing

Brown, (2000:341), state that the characteristics of writing as below:

a. Permanence

Written language is permanent (or permanent as paper and computer disk). As teacher, guide and facilitator should help students to revise and refine their writing work before final submission. It will help to give them confidence in their work.

b. Production Time

The good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient processes of achieving the final product. As teacher should help students deal with time limitation. Students have to sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing.

c. Distance

A good writer can “read” their own writing from the perspective of the mind of the targeted audience. Students need to be able to predict the audience’s general knowledge, cultural and literacy schemata, specific subject-matter knowledge, and very important, how to choose language will be interpreted.

d. Orthography

If students are non-literate in the native language teacher must begin at the very beginning with fundamentals of reading and writing. For literate students in native language is not alphabetic, new symbols should have to be produced by hands that may have become accustomed to another system.

e. Complexity

Students have to learn how to remove redundancy (which may not jibe with their first language rhetorical tradition), how to combine sentence, how to make references to their elements in a text, and how to create syntactic and lexical variety.

f. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writer will learn to take advantages of the richness of English vocabulary. As teacher should ask students for have more and more vocabularies.

g. Formality

For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

C. Genre

Students of Senior High School should be able to make a text that has a genre on it. To make students know well how to make a correct text with a genre, they should study about genre in senior High School.

1. Definition of Genre


Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.

2. Kinds of Genre

Based on Bennet *et al* (2013:05), there are ten of genres in English.

Bennet arranges them from the simple to complex. Look at table 2.1

Table 2.1 Kinds of Genre

Complexity	Genre	Purpose
<p>Simple</p>  <p>Complex</p>	Recount	To retell events in the past
	Information Report	To inform about a topic.
	Narrative	To tell a story in an entertaining way. Often such stories also aim to present specific values.
	Explanation	A sequential explanation explains how something occurs. A casual explanation explains how and why something occurs.
	Personal Response	To present a personal response
	Review	To describe and evaluate a text (e.g. film, book, painting, webpage)
	Interpretation	To interpret what a text(s) is presenting, providing evidence from the text(s) to support the interpretation.
	Exposition (Analytical Argument)	To provide one line of reasoning. The author presents one interpretation of an issue and uses supporting material to try to convince others of their point of view.
	Hortatory Exposition (argument urging the audience to act)	To provide one point of view on an issue and to make the audience take action. Often these texts are very emotive. Some examples could include letters to the editor, speeches, articles and advertisements.
	Discussion	To present all arguments on a complex topic, as well as the supporting evidence for those arguments. The conclusion contains a recommendation based on the evidence for all sides that have been presented.
	Directed Investigation Reports	To undertake a mathematical investigation, analyze results and evaluate the outcomes.
	Practical Report (e.g. write up of a practical experiment, field trip, investigation)	To explain how an experiment/practical was conducted, analyze the results and evaluate the outcomes.

3. Genre Taught in Senior High School

Based on School-based Curriculum of Senior High School, first grade of Senior High School should study three of genre, they are: Procedure, Recount, and Narrative.

a. Procedure

Procedure text is the text that provides instructions on how to make or do something step by step.

The purpose of Procedure Text is to provide sequenced information or directions, so that people can successfully perform activities in safe, efficient, and appropriate ways.

The generic structures of Procedure are:

Goal → Materials → steps.

b. Recount

Recount text is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events.

The purpose of Recount text is to relate experiences or retell events for the purpose of informing, entertaining or reflecting.

The generic structures of Recount text are:

Orientation → Event → Reorientation

c. Narrative

Narrative writing is about telling a story in an entertaining way. It is designed to tell a story, provide entertainment or make an audience think about an issue, teach the reader a lesson or excite their emotions.

A narrative follows a specific structure, including
Orientation → Complication → Resolution

D. Recount Text

1. Definition of Recount Text

There are many things that happen in people life. Sometimes they need to share their experience in the past to other people. It will be their lesson. They can take good moral value from other students' experience and keep away from bad moral value of their experience and do not do it in their life.

One ways to retell students experience is with write it into text. Recount is a kind of text which retells the action happened in the past. According to Knap and Watkins (2005:223) recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events. Based on Bennet *et al* (2013:13), recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Hence, recount is the simple

text that tells about experiences or event for informing, entertaining or reflecting.

2. Types of Recount Text

According to Bennet *et al* (2013:13), there are five types of Recount text, as the following:

Table 2.2 Types of Recount Text

Recount type	Description
Personal recount	Retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter
Factual recount	Reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
Imaginative recount	Applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium
Procedural recount	Recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings.
Literary recount	To retell a series of events for the purpose of entertaining.

3. Generic structure of Recount Text

When we want to write recount text, we have to know the generic structure of recount text. Generic Structure of Recount Text:

- a. Orientation: In this step consist of background of information.

The orientation tells who was involved, what happened, where the events took place, and when it happened.

- b. Events: In this structure the writer wants to describe what happened in the past in chronological order. So, it is tell the events chronologically. It begins from the first event, followed by the second event to the last event.
- c. Reorientation: The final section concludes the recount by summarizing the events, a closing statement or evaluating the topic's importance or offering personal comment or opinion.

4. Language Feature of Recount Text

According to Djuharie (2007) recount text often use language features, those are:

- a. Certain noun as personal pronoun, such as, Seanu Prabu, Djuharie.
- b. Individual participant, it is focuses on particular or specific actors.
- c. Using past tense, using verb past tense, such as, went ran ate, etc.
- d. Using time connective and conjunction to organize the events or used to link clauses within sentences, such as, after, before, after that, etc.
- e. Using action verb that showed an activity or something happened, such as, stayed, climbed, killed, etc.
- f. Using adverb that showed the place, time and manner, such as, yesterday, at home, and slowly, etc.

5. Example of Recount Text

An example of recount text, source from Jaya *et al* (2011: 40):

Table 2.3 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.
Events	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. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation	In the afternoon we went home.

E. Diary

1. Definition of Diary

Moon (2010:3) stated that one of the most engaging uses of personal student journals is as a mirror of the mind. In this mode, journals invite learners to find language deep within self to array one's hopes, dreams, disappointments, concerns and resolves. Learning journals / diaries and portfolios are increasingly used in higher education as means of facilitating or of assessing learning.

Many students like to write diary, because they can explore what they feel and they can express something. Students like to write a diary especially for girl. It will be good habit when we often write a diary. It

can help students to improve their writing ability, especially in recount text.

2. Do and Do not Write in Diary Practice

Students should know what should they do and do not write in their diary practice. Based on Liamo: 2013 on his journal, students do and do not write in diary practice that:

Table 2.4, Do and Do not Write in Diary Practice

Do	Do Not
Use the past tense	Use the present tense
Use short sentences	Complicate the syntax, the sentence construction, with long sentences.
Explore as many emotions as the day just gone requires	Just rattle off emotions in a list
Use train-of-thought	Use too much formal language
Use the diary as a self-exorcism of sorts	Use excessively emotional language unless the situation warranted it
Mention features of nature that you encountered	Use too much omniscient (descriptive) language

3. Implementation of Diary Practice in Teaching

Diary practice is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. When students write diary every day student will try to improve students' writing (Uswatulludin: 2013).

By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about.

4. The Use of Diary Practice in Teaching Recount Text

Writing diary is a medium in teaching recount text. Diary writing makes students easily digging their idea, freely writing their idea and would make students excited in the teaching learning process (Kurnianingsih, 2010:19-20). Diary writing has a lot of fun, and can be adapted to a variety of writing experiences. This media should be seen as a way of extending the students' experience for students to develop their recount text writing.

Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine (Yulianti, 2014:19). By making the act of writing something routinely, the students will change it from an irritating and unsuccessful activity to one that they feel comfortable and familiar.

5. The Way to Teach Diary practice in Recount Text

Based on Ouazeta, 2009:22 stated a diary comes from daily writing, which means writing every day.

The way in teaching Recount text using Diary practice:

1. Teachers explain what Diary is.
2. Teachers explain what students should write on Diary.
3. Teachers explain what tense students should use on Diary.
4. Teachers explain the similarity of Recount text and Diary.

5. Teachers ask students for writing their experience on yesterday.
6. Teachers take two samples for correcting.
7. Teachers ask students for making Diary since two weeks as their homework.

6. Purpose of Diary

The eighteen purposes of Diary are (Moon 2010: 4):

- a. To record experience
- b. To facilitate learning from experience
- c. To support understanding and the representation of that understanding
- d. To develop critical thinking or the development of a questioning attitude
- e. To encourage metacognition
- f. To increase active involvement in, and ownership of, learning
- g. To increase ability in reflection and thinking
- h. To enhance problem solving skills
- i. As a means of assessment in formal education
- j. To enhance reflective practice
- k. For reasons of personal development and self-empowerment
- l. For therapeutic purposes or as means of supporting behavior change
- m. To enhance creativity
- n. To improve writing

- o. To improve or give 'voice'; as a means of self-expression
- p. To foster communication; in particular reflective and creative interaction within a group
- q. To support planning and progress in research or a project
- r. As a means of communication between one learner and another

7. Advantages of Diary

According to Stansberry (2011), there are five advantages of using diary, they are:

a. The release

If anything, it feels *good* to unwind and recount the bits of the day. There's something about the finality in writing something down on paper that makes it more real, and makes the memories stronger. I doubt I'd be able to remember half of what I did throughout the day if I didn't recount them. It also helps with answering that recurring question of "Where did the day go?!"

b. An honest overview

If you're like me, you keep lists of stuff that needs to be done throughout the day. I've had days where the morning started with 15 things on the list, and ended with 13 left undone. Ouch. Yet being able to recall the day allows me to see some of the other things I did get done that weren't on the list.

c. See the wins

We often forget the things that we got done during the day for lots of reasons. We're taught at an early age that what we do isn't as important as what we didn't do. After all, what we don't get done often impacts us more in work and other social settings. This causes us to automatically shove the stuff we did accomplish into the back of our minds, and fret about the undone. However, focusing on what we have done—the wins—in our day rejuvenates. Going to bed looking at what was accomplished can be a massive motivator to help start the next day, and can keep us from closing the day on a sour note.

d. Minimize your mistakes

One definition of insanity is repeating the same process over and over again, while expecting a different outcome. Similarly, it's easy to plow through each work day like the last, without giving a second thought to the events of the day. This is especially true for our bad days. On our worst days, we simply want to unwind and not have to relive the nightmare that was the previous working day. But it turns out the worst parts of our days are important to remember as well (even though it stings). Reverse engineering what went wrong is helpful to ensure it doesn't happen again, and work journals are perfect for this.

e. A new perspective on your day

The most helpful part of this exercise for me is getting perspective on what my days end up looking like. After a particularly bad day last month I reflected, stiff drink in hand, on all the events of the day. This helped me to see that my day wasn't as bad as I had remembered it. In fact, it was a really decent day, minus a couple setbacks towards the end. In my mind I had made these setbacks out to be more important than they were. The day wasn't a total loss after all! Perspective is everything.

8. Example of Diary

Based on Whitchurc (2010), the example of diary, look at table 2.5:

Table 2.4 Example of Diary

<p>Thursday 27th May 2010 17:19</p> <p>Dear Diary,</p> <p>Today school ended for half term holidays. Had bit of dreadful day because fell out with my friend for a bit but now we are friends so am a happy human. Tomorrow is mums birthday am so excited might go out to dinner.</p> <p>On Saturday I have tuition, sometimes is joyful sometimes is plain boring! : On Wednesday next week might go cinema with Ayesha to watch Street Dance 3D, heard it is good! Another day next week might go cousins' house for sleep over. Overjoyed 1st day back to school is Lincoln's field yay. Might take you and write things about every day!! Already packing my suitcase can't wait!</p> <p>Bye Bye diary see you tomorrow!! Xxx</p>
<p>Friday 28th May 17:25</p> <p>Dear Diary,</p> <p>Its mum's birthday!! We are going to the city to have dinner. I can't tell you how old she is I am afraid but I can tell you she doesn't look her age (in a good way).</p> <p>Today at school we had a peaceful lesson because it's Friday so we had a rest! I am still excited for Lincoln's field and am too excited I feel like I am born to be happy. I am also excited about the world cup I am supporting England! Now do you get why I feel like I was born to be happy? In all of my holidays I feel free to play around and it is summer now so it's nice to go out in the garden and play, right now I feel extremely hot I have to have an ice lolly! Mums calling me sorry got to go!</p> <p>Bye Bye Diary see you tomorrow xx</p>

F. Review of Previous Studies

There are some studies that have similar topic or idea with this research. First, Zahiroh (2010) with her thesis entitled *The Use of Diary Writing in the Teaching of Writing Recount Text (An Experimental Study at The Eighth Grade Students of Smp Nurul Islami Wonolopo Mijen Semarang in The Academic Year Of 2009/ 2010)* found that the main purpose of her research was to know the effectiveness of students' achievement using Diary in teaching recount text. The students got higher score after practice

writing their experiences in diary. Second, Hapsari (2007) with her thesis entitled *Diary Writing as a Medium to Improve Writing Recount Text Ability at the 10th Year of SMA 1 Sragen in the Academic Year 2007-2008*, found that the main purpose of her research was to know the students' achievement in writing recount text after they were taught by using diary writing.

The similarities between the first and the second studies are both these were focused on the use of diary writing in the teaching of writing recount text. Besides that, they were experimental research with the existence of control group. The differences were the second asked the students to practice writing diary in the class, while the first asked the students to practice writing diary continually as their homework. Besides that, the second only used 'test' instrument to collect the data, while the first also interviewed the students to get their responses in writing diary.

The similarities between the first and the researcher's study were focused on the use of diary in teaching recount text, asked the students to practice writing diary continually as their homework, besides that, they were experimental research with the existence of control group. The difference between the first and the researcher's study was in the instrument. The first used test and interview and the researcher only use test.

The similarities between the second and the researcher's study were focused on the use of diary in teaching recount text, they were

experimental research with the existence of control group, besides that they use only test as their instrument,. The difference between the second and the researcher's study was asking students for making the Diary. The second asked students the students to practice writing diary in the class and the researcher ask the students to practice writing diary continually as their homework.