

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: Writing (definition, aspect, process, characteristics, purposes and types of writing), Recount text (definition, generic structure, and language feature of recount text), Teaching Writing (teaching, teaching writing, strategy and teaching writing recount text), Diary (definition and the advantages of diary), teaching recount text by using diary, and Previous Study.

#### **A. Writing**

##### **1. Definitions of Writing**

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

Writing is one of four English language skill besides listening, reading and speaking. Writing is an ability or activity of arranging words into form of sentences. It uses to communicate information, express the felling or ideas to someone, public or government. According to Bram

(1995:32) defines that writing producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Furthermore, Harmer (2004) defines writing is a way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Writing well is also become the most difficult challenge. Writing is not only write about what we think. But, also about thinking ability, organizing the idea, grammar, reshaping and revise the writing. According to Heaton (1975:138) defines writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the

students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

## **2. Aspect of Writing**

Writing is one language skill which must be taught to the students. It is the same importance as the other language skills. It is an indirectly way of communication but it is very important in human life in expressing thoughts and feelings in the form of writing especially for the students.

Writing is not easy, so it is needed many exercises continuously. In writing there are some aspects must be known, they are namely;

- a. Micro aspect (spelling, punctuation, etc.), and
- b. Macro aspect (content, organization).

There are four skills involved in writing competence; grammatical skill, stylizes skill and mechanical skill and judgment skill. Grammatical skill is the ability to write correct sentences. Stylistic skill is the ability to manipulate sentences in effective language. Mechanical skill is the ability to apply the graph convention such as; spelling and punctuation. Judgment skill is the ability to write in an appropriate manner for a particular purpose.

While, Harris states that, the writing competence has four aspects; orthography, structure, vocabulary, and fluency.

- a. Orthography is language sound description which is in the form of writing or a symbol and language spelling system.
- b. Structure is the arrangement of rules in a language becoming meaningful language units.
- c. Vocabulary is the total number of word in a language.
- d. Fluency in the writing ability implemented with a properly speed, not too slow or not too fast.

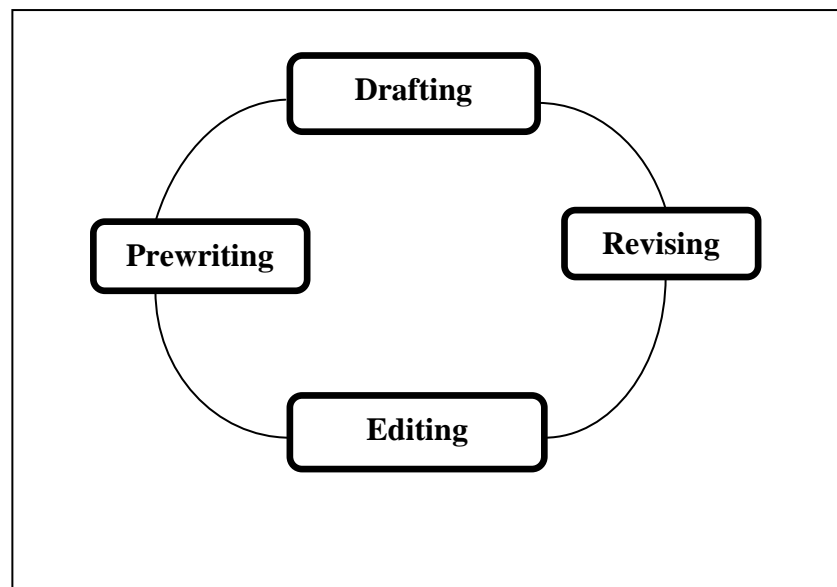
### **3. The Process of Writing**

When someone starts writing, he/she does not exactly follow the same basic steps as they write, it just flows based on their mind. In detail, the writing process can be classified into several broad categories such as

planning, drafting and revising. This categories should be done integrally and continuously to get a perfect writing.

According to Jack C. Richards (2002:315), process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. It is described as following:

**Table 2.1 Stages in Writing Process**



**a. Planning (Pre-Writing)**

Pre-writing is any activity that encourages students to write. It stimulates thoughts for getting started. In the prewriting stage, writers take time to think about their topic and to generate ideas. They also spend some time focusing and planning the piece of writing.

- 1) Generating ideas. There are a number strategies and techniques for generating ideas. These techniques are used when the first begin to think about the topic and flow of the ideas.
- 2) Keeping a journal. Journal writing is a way of thinking on paper, a way for you to explore and discover what you think. The journal is a record of your ideas and insights about the world and serves as a storehouse for future writing material. Then, when you get a writing assignment, you can look back in your journal topics, ideas, and materials.
- 3) Invention techniques. When you get an assignment for a paragraph or an essay, use one of the following invention techniques to help you get started.
- 4) Brainstorming. Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, start with a word or phrase and let your thoughts go into whatever direction they will.
- 5) Free Writing. Free writing is writing without stopping. It means writing whatever comes to your mind without worrying about whatever the ideas are good or the grammar is correct. Its purpose is to free up your mind so that it can make associations and connections.
- 6) WH-Question. To use this technique, write out as many WH-Question (Who, what, when, where, why and how) as you can. Then answer them as fully as you can.
- 7) Clustering. Clustering is making a visual map of your ideas. To use this technique, begin with your topic circled in the middle of a sheet of paper. Then draw a line out from a circle and write an idea associated

with the topic. Circle this idea and from it draw lines and write ideas associated with the topic. Circle this idea and from it draw lines and write ideas associated with it. Continue to map or cluster until you cannot think of any more ideas. When you have finished, study your map to find new association about your topic and to see the relationship of ideas.

#### **b. Drafting**

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Once you have gathered material and made a rough plan, you are ready to write. As you write a first draft, you will follow the general plan you have mapped out. While writing your first draft, focus on getting your meaning down paper, and do not be overly concerned with grammatical correctness at this stage.

Depending on the length of the piece of writing, you may write it in one or in several sittings.

#### **c. Revising**

Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper

progresses. When teaching revision, be sure to allow your child time to voice aloud the problems they see in their writing. This may be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more active ones.

#### **d. Editing**

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, etc.

### **4. The Characteristics of Good Writing**

Good writing is a product of writing that critical thinking. It is as a challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985).

According to Collins (2014) categorize that characteristics of good writing are:

#### **a. Clarity and focus**

In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

#### **b. Organization**



A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

c. Ideas and themes

Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

d. Voice

This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

e. Language (word choice)

We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well-crafted sentences.

f. Grammar and style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

g. Credibility or believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

h. Thought-provoking or emotionally inspiring

Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

## **5. The Purpose of Writing:**

According to O'Malley & Pierce (1996) the purposes of writing are:

- a. Expository or informative writing. In this purpose is to give knowledge or to share the knowledge and give information or ideas. Informative writing includes describing events or experience speculating on cause and effect, etc. informative writing helps the writer to integrate new ideas and examine existing the knowledge
- b. Expressive or narrative writing is a personal or imaginative expression in which the writer produce the story. It means that the expressive

writing is about personal feeling of the writer, how they produce the stories based on people's observation, object and place.

- c. Persuasive writing, the writers attempt to influence the other and initiate action or change. It means that the writer produce a story to persuade the reader or people. It is based on background information, fact, etc.

## **6. Types of Writing**

Based on English syllabus for Junior High School, there are five written text types that the students need to learn in Senior High School. They are procedure, descriptive, recount, narrative, and report.

- a. Procedure

Procedure is a factual text designed to describe how something is accomplished through a sequence of actions or steps. The text structures consist of goal that followed by a series of steps oriented to achieving the goal.

- b. Descriptive

A description is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc. We use descriptions to say what something or somebody like. A description is a picture painted with words. We can describe a person, other animals, plants, places, thought or feelings.

- c. Recount

Journals, diaries, biographies, personal letter all share a familiar beginning, middle and end structure. Each of them begins with a brief

introduction usually providing some background information to the writing (orientation stage). This is followed by a writing about recounting of different event, one after the other (recount stages).

People use recount text to retell events for the purpose of informing or entertaining. The events are organized based on chronological or time order.

d. Narrative

A story (or narrative) begins by introducing characters, places and circumstances. This is called the orientation stage. In the middle of the story different things happen to the characters, this is called the complication stage. At the end most of the problems are usually solved, this is called the resolution stage.

e. Report

The purpose of a report is to systematically organize and record factual information to classify and describe a whole class of things. A report usually introduces the topic with an opening generalization or classification. This may be in the form of a definition (e.g. Snakes are reptiles) or a reference to the particular aspect of the topic to be elaborated in the report (e.g. there are many poisonous snakes in Australia). This is followed by a description of various aspects of the topic. Aspects described will vary according to the context of the report, e.g. if the report were dealing with class of animals, such aspects such as physical characteristics, location and dynamics would

be elaborated. However, if the topic were computer, components and their function might be described.

When teaching these different text types, teachers should use them in the context of a particular subject or unit of work; provide various examples of the types being taught, for example, different kinds of stories, discuss the purpose of the text and the relationship between the writer and the reader; discuss the content of what is being written about and why the text is being written; look at how the text is organized, particularly at how information is organized in the beginning, middle and end stages of the text; look at how paragraphs and sentences are organized and the linking words and phrases used, explore the writer's choice of words and expressions.

## **B. Recount Text**

### **1. Definition of Recount Text**

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. It's very easy to different recount text from another text. Recount text can make from own story or experiences.

### **2. Generic structure of recount text**

- a. Orientation : Introducing the participants, place and time.
- b. Events : Describing series of event thatt happened in the past

- c. Reorientation : It is optional. Stating personal comment of the writer to the story

### **3. Language Feature of Recount Text**

- a. Introducing personal participant; I, my group, etc.
- b. Using chronological connection; then, first, after, before, one day, etc.
- c. Using linking verb; was, were, saw, heard, etc.
- d. Using action verb; look, go, change, etc.
- e. Using simple past tense.

**The example of recount text:**

#### **Our trip to the Blue Mountain**

On Friday, we went to the Blue Mountain. We stayed at David and Della's house. It has big garden with lots of colorful flowers and a tennis court. **(Orientation)**

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. **(Events)**

In the afternoon, we went home. We said good bye to the David and Della. David and Della asked us to visit them in the next holiday. **(Reorientation)**

### **C. Teaching Writing**

## **1. Definition of Teaching**

Teaching is the way to create the process of learning activity that involves the role of the teacher. Teaching is about how the teacher convey the knowledge for students. Wells, G. (1982) Teaching has been defined as cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students' progress and students' background information.

In teaching activities, teacher may try to teach students well. But, teacher should know how to control student's condition. Are student motivated? Did the teacher use the appropriate instructional strategy? Are the student interested? Wilson & Peterson (2006) states that there are four ideas about learning, learners, and knowledge have important implications for the work of teachers, they are:

- a. Teaching as Intellectual Work
- b. Teaching as Varied Work
- c. Teaching as Shared Work
- d. Teaching Challenging Content
- e. Teaching as Inquiry

## **2. Teaching Writing**

Writing is the most basic skill of English language that has the important part of communication. Pincas (1998:56) states that writing is a way of communicating a message to a reader for a purpose. The

purpose of writing are to express one's self, to provide information for one's reader, to persuade one's reader and to create a literary work.

In teaching writing ability, it means that teacher teaches the students about how to write or influence thoughts, ideas, and opinions with others in the form of written. Teaching how to write effectively is the most important part in teaching writing. It is because writing has the important component in education. Foong (1999) categorizes that purposes for teaching writing:

a. Writing for Language Practice

Writing can be taught primarily for practicing language forms to develop accuracy and correctness.

b. Writing for Rhetorical Practice

In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage.

c. Writing for Communication

Here writing has a social function. Such communicative writing tasks would simulate real life situations where a writer would write to convey some information to a reader

d. Writing as a Discovery and Cognitive Process

The process of writing which was influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive.



### **3. Strategy for Writing Teaching Process**

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

a. Get students to plan writing

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer).

There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

b. Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision. One way of encouraging drafting, reflection, and revision is to have students

involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finishes product.

c. Respond to students writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, while other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console. Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

#### **4. Teaching Writing Recount Text**

Content Standard of English for tenth grade in senior high school mentions that the purpose of writing is to express the meaning and rhetoric features of short simple essays by using written language accurately in the form of recount texts in order to make the students interact in daily life. As a result, to achieve the goal in teaching writing, teachers should play their roles in the classroom.

Description could briefly explain and evolve about process, compare, definitions, and other strategies. Recount writing is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

### **D. Diary**

#### **1. Definition of Diary**

Definition diary by Brown (2001 : 344), diary is the students record thoughts, feeling, and reactions which an instructor reads and responds to, while ostensibly written for one self, has two audiences. According to Stanley, Shimkin, and Lanner (1988: 3) "A journal or diary is a record, often kept daily, of one's life, a kind of personal

account book.” The similar description also proposed by Fitzpatrick (2005: 4), he states that “a diary is a personal record of a writer’s life experience and is usually private.”

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. The purpose of a journal or diary is to give your writing, muscles a daily workout (Massielo, 1986: 37). 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.

Today, the term is generally employed for personal diaries, normally intended to remain private or to have a limited circulation among friends or relatives. The word “journal” may be sometimes used for “diary”, but generally a diary has (or intend to have) daily entries, whereas journal-writing can be less frequent.

## **2. Advantages of Writing Diary**

Harmer (2007: 128) states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students’ general improvement such as

their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with.

Ngoh (as cited in Tuan, 2010:82) also adds the benefit of diary writing that it also provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Langan (2008: 16) says that keeping a dairy is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary or journal can also make writing as a familiar part of the students' life.

#### **E. Teaching Recount Text by Using Diary**

Based on the advantages of the diary, the teacher tried to implement this method in to teaching recount text. The steps to teaching recount text by using diary are follows:

1. The teacher explain all about recount text, in terms of generic structure, language feature, etc.
2. The teacher introduce the diary strategy to the students, how to write the diary and the advantage of writing diary.
3. The teacher explain the diary strategy and its related to the recount text.
4. The students start to write their daily activity in the form of diary, and the teacher will give revise based on their writing to improve their writing skill in the term of recount text.

## **F. Previous Study about Teaching Recount Text by Using Diary**

There were some previous study about teaching recount text by using diary strategy. The first study was done by Tutut Sundari (2014) from Muhammadiyah Education Institute of Berau entitled “*The Effect of Using Diary to the Students Achievement Writing Recount Text of eight grade at SMPN 8 Berau*”. This study was done using Experimental design. The conclusion of her study shows that diary strategy has been proven to have effective influence in improving students’ ability in writing recount text. Besides that, the result of the questionnaire shows that the most student have positive responses or interested in the usage of diary strategy in writing recount text. By using diary strategy the students can improve their comprehension toward recount text, they feel happy and eager to write recount text, it can motivate them to do writing exercise especially recount text and lastly writing recount text become easy by using diary strategy.

The second study was done by Ika Yuhana (2012) from IAIN Tulungagung entitled “*The Effectiveness of Using Diary in Teaching Writing for Second Grade Students at MTs Al Ma’arif Pon.Pes Panggung Tulungagung in the Academic Year 2011/2012*”. This research was done used experimental design. The result of the study showed that diary strategy could improve the students’ ability in writing recount text. The result of pretest and posttest showed the significance differences after giving the treatment. Besides that, the students felt more enjoy when taught by using diary strategy. The same study from IAIN Tulungagung

was done by Widya Ningsih (2013), the result of her study also showed that the diary strategy could improve the students' ability in writing recount text. Based on the research finding, using diary as a type of writing class performance showed the real effectiveness, because it could help the students to improve their writing ability also motivated the students to write story. Diary gave the students an opportunity to write at length. It also help students to develop ideas to write a recount text.

The previous study is the 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 Mijen Semarang in the Academic Year of 2009/2010)* written by I'in Ainatuz Zahiroh, (English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010). The researcher said that, the main objective of this study is to find out the effectiveness of the teaching of writing recount text with the use of diary writing. After the research finished, she said that there is a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class. On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The hypothesis is accepted. Based on the result, the researcher concluded that diary writing is effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing.

