CHAPTER II

REVIEW RELATED OF LITERATURE

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and studies concerning with writing, teaching writing, recount text, reports and some previous studies related to this study.

A. Writing

Students should skilled four skills in English Study. 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 the meaning.

1. The Nature of Writing

There are four basic skills of the English language learning, i.e. listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts, it is actually a pre requist to master other language skills.

There are some definitions of writing stated by experts. According to Nunan (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of commiting words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas

coherently and cohesively into written text. According to Elbow (in Brown 2001: 337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002). It is an activity that encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

2. The Writing Process

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Richard and Renandya (2002: 303) state that the skills involved in writing are highly complex. L2 writers have to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

In addition, Ghaith (2002) states that writing is most likely to encourage thinking and learning when students view writing as a process. Teachers need to understand that writing is a recursive process, and that every writer uses the process in a different way, so that students experience less pressure and more willing to experiment, explore, revise, and edit.

According to Rumisek and Zemach (2005: 3), writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process. There is a similar view from Nation (2009:114) which states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing.

Writing process, further, incorporates some stages structurally. Harmer (2007: 326) states that the stages on writing are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic stages is seen as a recursive process. It has cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

In addition, Oshima and Hogue (1997: 2) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you

are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action; it is a process that has several steps. According to Blanchard and Root (2003: 41), there are at least three steps involved in a writing process.

1) Step one: Prewriting

Thinking about your topic and organizing your ideas.

2) Step two: Writing

Using your ideas to write a first draft.

3) Step Three: Revising

Improving what you have written.

In writing, students will really on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O'Malley, 1996: 136). It is also supported by Tribble (1996:43) that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarize as follows:

1) Content knowledge   : knowledge of the concepts involved in the subject area.

2) Context knowledge   : knowledge of the context in which the text will be read.

3) Language system knowledge : knowledge of those aspects of the language system necessary for the completion of the task.

4) Writing process knowledge :knowledge of the most appropriate way of preparing for a specific writing task.

Therefore, in order to be able to produce a good written text, a writter should require the range of knowledge. Besides, the writer also focuses on the macro and micro skills of writing. In addition, Nunan (1998:37) states successful writing involves:

1) Mastering the mechanics of letter formation;

2) Mastering and obeying conventions of spelling punctuations;

3) Organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures;

4) Polishing and revising one's initial efforts; and

5) Selecting an appropriate style for one's audience.

Based on the definition above, the researcher concludes that writing is a process in which the writer is required to use some variables of writing, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the same time in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message. There are some steps in writing that can be done recursively, i. e. planning, drafting, editing, final product. The writers may loop backwards and move forward between those various stages. Since writing is a complex process, the teacher should consider facilitating the

students with appropriate learning experience of writing so that they are encouraged to explore and experiment their ways of writing.

3.   Writing Purpose

The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out of class life.

According Harmer (2004:39), there are the main categories of learning which it is worth considering:

A. English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, will have specific writing need such as the ability in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development. For a second language learner, writing is an extension of listening and speaking. Therefore, the student must be provided opportunities to build, extend, and refine oral language in order to improve written output. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.

B. English for Specific Purpose (ESP)

Many students study English for a particular purpose. For example people who are going to work as business in Britain or the USA. Those who are going to study at an English medium university need to concentrate on English for Academic Purposes. Business students will concentrate on the language of management and commerce. Here, writing tasks for business students can have a high face validity if the students can see that they are writing the kind of letters and documents which they will be writing in their professional life. So, writing in english for specific purposes is emphasize for the writen to write a specific purpose of thing that they need to learn.

C. English as Foreign Language (EFL)

This is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. In this case, writing necessary to remember that there are inseparable aspects when teaching writing; writing as a channel of a foreign language is the use of writing alongside listening, speaking and reading in the process of learning important elements of the language; writing as a goal of a foreign language learning is the development of writing skills to fulfil such purposes as: note-taking, summarizing, narrating, reporting for various real-life situations.

4. The Requirements for Good Writing

It is very important to help writers get ideas being developed in a paragraph easily. To attain the purpose, a topic has to be written clearly in correct sentences and put the sentences in an organization based on a certain

rule of the paragraph development. As a result, an effective paragraph, which is easy to understand, is produced.

In writing a good paragraph fulfills four aspects:

a) Unity

A paragraph has unity when all of the sentence mention and support one central idea that is called a controlling idea in a topic sentence. To maintain the paragraphs unity, supporting sentence must directly explain/support the controlling idea in a topic sentence.

For example:

A nurse in a big hospital has many important responsibilities. There are many nurse working in the Atlanta hospital. She has to feed and bathe her patients and make them comfortable. She has to make sure she gives the right medicine to the right patient. A good nurse must keep up with medical science by reading professional journals.

b) Completeness

A paragraph is complete when it provide sufficient information to convince readers that the paragraphs' content is correct or truth. A complete paragraph consist of a specific topic sentence and enough details to clarify, analyze, and support the main idea stated in the topic sentence.

c) Order

The order of information in a paragraph depends on the subject matter, the writing purpose, the writers' preference, etc. Order in a paragraph is the organization of information which support controlling idea of a topic sentences or the way on how the sentences are arranged in the paragraph. It

concerns with what information is to write firstly, secondly, thirdly, later, next, until the last information to end the paragraph.

For example:

I make Arabic coffee by following several easy directions. First, boil water in a coffe pot. Then I add ground light coffee to the pot. After that, I put some ground cardmom and some ginger in the coffee. I wait three minutes until the coffee boil. Next, I serve the coffee in a small cup, and as I drink, I eat dates or chocolate.

d) Coherence

It is gained if each sentence in a paragraph is closely related to the next sentence to stick the ideas from the beggining to the end by using connecting words, phrases or sentences.coherence is important because it helps readers get the ideas of a paragraph easily.

For example:

Many students believe they cannot write a good essay because they are not writers. However, as they practice writing and work on developing their writing skills, most students are able to gain the needed confidence to start thinking of themselves writers.

5. Writing Test

Before designing a test and then giving it to the students, there are a number of things we need to do. According Harmer (327), there are several things, they are:

a) Assess the test situation: before we start to write the test we need to remind ourselves of the context in which the test take place. We have to

decide how much time should be given to the test-taking, when and where it will take place, and how much time there is for making.

b) Decide what to test: we have to list what we want to include in our test. This means taking a conscious decision to include or exclude skills such as reading comprehension or speaking (if speaking test are impractical)

c) Balance the elements: if we are to include direct and indirect test items we have to make a decision about how many of each we should put in our test.

d) Weight the source: however well we have balanced the elements in our test, our perception of our students" success or failure will depend upon how many marks are given to each section of the test.

e) Making the test work: it is absolutely vital that we try our individual items and whole test on colleagues and students a like before administering them to real candidates.

It is important things that should do by the teacher before giving a test to the students. To know whether the test is reasonable done by the students.

B. Teaching Writing

1. Teaching

Teaching and learning are causally tighly bound activities. Teaching cannot be defined apart from leaning. Dewey (in Labaree, 2000) compares teaching to selling commodities; no one can sell unless someone buys. There

is the same exact equationn between teaching and learning as there is between selling and buying.

According to Brown (2007: 8), teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand. In addition, he states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. He also breaks down the components of the definition of leaning, it can be extracted the domains of research and inquiry as follows.

1) Learning is acquisition or "getting".

2) Learning isi retention of information or skill.

3) Retention implies storage systems, memory, and cognitive organization.

4) Leaning involves active, conscious focus on and acting upon events outside the organism.

5) Learning is relatively permanent, by subject to for getting.

6) Learning involves some form of practice, perhaps reinforced practice.

7) Learning is a change in behavior.

In conclusion, teaching is an activity that cannot be separated from learning. Teaching can only happen when there is someone who learn. Teaching means enabling someone to acquire information or skill.

2. Teaching Writing

a. Teacher Roles in Teaching Writing

Teacher plays an important role in the teaching and learning process of writing. Harmer (2001: 261-262) says that although the teacher need to deploy some or all of the usual role when students are asked to write, the ones that are specially important are as follows:

1) Motivator

One of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

2) Resource

Especially during more extended writing task, Teachers should be ready to supply information and language where necessary . Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Bacause writing takes longer than conversation, for xample, there is usually time for discussion with individual students, or students working in pairs or groups.

3) Feedback provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and how much to focus on based on what students need at this particular stage of their studies, and or the tasks the have undertaken.

b. Principles for Teaching Writing

Every teacher should consider some principles while planning a course, whether it is a writing course, or a course in which writing will play a part. Sokolik (in Nunan 2003: 92-95) proposes a few principles that can be adapted to the many different learning situations as follows.

1) Understand your students' reason for writing.

It is important to understand and match the students' goals and the school's goals to avoid a dissatisfaction in the writing instructions. Teacher needs to convey goals to students in way that make sense to them.

2) Provide many oppotunities for students to write.

Writing almost always improves with practice. Teacher needs to evaluate the lesson plans whether they have adequate time spent for writing. Practice writing should provide students with different types of writing as well.

3) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect. Teacher needs to make sure that the students understand the vocabulary or symbols that are wrote to comment on students' paper.

4) Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. To overcome such situation, the teacher needs to develop a statement about what is valued in students writing, either in the classroom or in the institution as a whole.

c.   Types of Classroom Writing Performance

There are a number of different approaches to the practice of writing skills both in and outside classroom to teach writing. Harmer (2001: 257-261) divides them into six approaches.

d.   Process and Product

Focusing on product, we are only interested in the aims of a task and in end of product. While if we concentrate on process, we pay attention to the various stage that any pieces of writing goes through. It includes spending time with learners on pre-writing phase, editing, redrafting, and publishing.

e.   Writing and Genre

In a genre approach, the students are going to study some texts that they are going to writing before they embark on their own writing.

f.   Creative Writing

It suggests imaginative writing tasks such as writing poetry, stories, and plays.

g.   Writing as a Cooperative Activity

Writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including research, discussion, peer evaluation, and group pride in a group accomplishment.

h. Using the Computer

The important use of computer is as the means of creating 'mouse-pals', the e-mail equivalent of pen-pals.

i. The Roles of the teacher

In learning writing, teachers have some roles like as motivator, resource, and feedback providers.

While, Brown (2001: 343) divides a written performances into five kinds. The writing performances are as follows.

j. Immitative or writing down

Students can attain fundamental skills in writing process through a simple task of writing. Writing letters, words, puntuation, and brief sentences can be done when they are producing text. The activity that may be involved example of real writing a letter, filling a form, and writing a simple message.

3. Feedback

According to Nation (2009: 115), feedback is an important way of encouraging students to keep their goals in mind. Therefore, students should be provided with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback is crucial for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. Feedback can be used as a way to respond to students' writing to help them enhance their written skills.

Harmer (2007: 148) mentions some techniques that are used in giving feedback to students' writing. The technique are as follows.

a) Responding

Responding to the students' work can be considered as an attempt to give feedback on their writings. The response on the students' work can be used to motivate them rather than assessing or evaluating.

b) Correcting

Some teachers use codes and put them in the body of the writing itself, or in a correspoding margin. This makes the correction much neater, less threatening, and considerably more helpful than random marks or comments. Frequently, the uses of symbols as indirect feedback on students' writing refer to the students' errors, such as word order, spelling, or verb tense.

c) Involving students

Feedback on writer work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has possitive effect on group cohesion. Muncie (in Harmer 2007: 150) states that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers.

C. Recount text

1. Definition of Recount Text

A people had a lot of experiences in their life. Sometimes the experience was happy and also the people had a bad experience. They need to share their experience in the past to other people. They can share their experience through writing. The people can write all their experience and they get some suggestion from other student's. A lot of manners the people express their idea, but in this session the people write their experience by recount text.

According to Anderson (1997:48) a recount is speaking or writing about past event or a piece of text retells past events, usually in the order which they happened. David Butt (2000:218) stated that recount is a story genre which is used to tell what happened. Based on Bennet *et al* (2013:13), recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting.

2. The Purpose of Recount Text

Dwi Nur Indah (2010:17) states that a recount has social function. Recount text to tell what happened. The purpose of a social recount is to document about a series of events and evaluate their significance in some way. It is also give the audience a descriptions of what occurred and when it occurred. The purpose of story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

3. Types of Recount Text

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

Table 2.1 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.
Procedural recount	Recording the steps in an investigation or experiment and thereby providing the basis for reported result or findings.
Literary recount	To retell a series of events for the purpose of entertaining.

4. Generic structure of Recount Text

When we want to write recount text, we have to know the generic structure of recount text, such us:

a. Orientation, it is a 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, it is the final section by summarizing the events, a closing statement or evaluating the topic's importance comment or opinion.

5. Language Feature of Recount Text

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

a. Certain noun as personal pronoun.

b. Individual participant, it is focuses on particular or specific actors.

c. Using past tense, using verb past tense.

d. Using time connective and conjunction to organize the events.

e. Using action verb that showed an activity.

f. Using adverb that showed the place, time and manner.

6. Example of Recount Text

The example of recount text, previewed from LKS Bahasa Inggris that arranged by TIM MGMP KAB. TULUNGAGUNG (2017-2018):

Generic Structure	Text	Language Features
Orientation	My Bad Experience When Buying Bread When I was young, I had a terrible bad experience when I was buying some bread for breakfast.	
Events	When I was young, I had a terrible bad experience when I was buying some bread for breakfast. First, I think I had only 15 years old when my mom asked me to go a store to buy some bread for breakfast. Then, I went on to buy it. When I arrived at the store, I just realized that I had lost money on the way I went to the store. I could not buy the bread. After that, I returned to my house. Sadly my mom told me that I should go and find the money on the way. I could not find it.	1. Personal participant. 2. Chronological connection. 3. Linking verb. 4. Action verb. 5. Using Simple Past Tense (s+v2+O)
Reorientation	Finally, I returned to my house again without the breakfast with breads.	

D. General Concept of Report Tasking

In the world, many ways can be used to communicate. Writing is one them, this skill should be mastered by someone as the personal ability. Students' ability in writing can be identified by their written test. Hughes (2003:83) says that the best way to test peoples' writing ability is to get them to write. It means that a teacher can't judge a students' writing good or not before he/she giving a test.

Writing is not an easy activity. Grenville (2001:vii) says that writing get easier with practice. So, if someone wants to master writing or has ability on that, he/she should write frequently. He/she should often practice it. Mastering or having writing ability is not spontaneously. It is a learning process. This learning process talking about report tasking in writing ability.

A report is a piece of text that presents information about a subject. Report usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about person, places or things in general based on people's research.

When you are asked to write a report you will usually be given a report brief which provides you with instructions and guidelines. The report brief may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure. This guide offers a general introduction to report writing; be sure also to take account of specific instructions provided by your department.

Two of the reasons why reports are used as forms of written assessment are:

1) to find out what you have learned from your reading, research or experience;

2) to give you experience of an important skill that is widely used in the work place.

An effective report presents and analyses facts and evidence that are relevant to the specific problem or issue of the report brief. All sources used should be acknowledged and referenced throughout, in accordance with the preferred method of your department. For further information see the Learning Development guide: <u>Avoiding Plagiarism</u>. The style of writing in a report is usually less discursive than in an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:

1) understand the purpose of the report brief and adhere to its specifications;

2) gather, evaluate and analyse relevant information;

3) structure material in a logical and coherent order;

4) present your report in a consistent manner according to the instructions of the report brief;

5) make appropriate conclusions that are supported by the evidence and analysis of the report;

6) make thoughtful and practical recommendations where required.

According to Gerot and Wignell (1994:196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. While,

Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and then describing their characteristics. Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about a subject.

According to Gerot and Wignell (1994: 196), generic structure of report includes:

a. General Classification: tells what the phenomenon under discussion.

b. Description: tells what the phenomenon under discussion is like in terms of

   -   Parts (and their function)

   -   Qualities

   -   Habits or behaviours

E. Review of Previous Study

In this research, researcher made a previous study because it is the important things to help a researcher conducting a research. The researcher can be arrange the study with easier by looking at the previous study. In this point, the researcher takes three the relevant previous study to prove the research.

The first was research by Elfiana (2012) with her thesis entitled "The Effect of Using Knowledge Chart Strategy towards Students' Ability in Writing Report Paragraph at the Second Year Students of SMA YKPP Dumai". This research was to find out a significant effect of using knowledge

chart strategy toward students' ability in writing report paragraph. The result of this research showed that the student's progress during teaching and learning activity by using knowledge chart strategy toward students' ability in writing report paragraph.

The second research was research by Nursidah (2016) with the title "Increasing Students' Ability in Writing a Recount Text". The purpose of this research is to know the students' improvement writing personal recount text by using personal experiences in students' journal or report. The result of this study showed that the students' improvement was effective to improve the students' ability to develop ideas in recount writing because by using students' journal or report into a good form of recount.

The third research was research by 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.

The previous study has difference strategy being used. So from of them, researcher has initiative to conduct her thesis by using weekly reports. Weekly reports have the similarity that is the purpose was to investigate whether the strategy was able to improve the student's writing skill.