

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to explain about the theories and previous of study that related with the topic for this study, they are writing, recount text, diary, and previous study. Then, the explanation as the following:

A. Writing

1. Definition of Writing

Writing is productive skill besides speaking that important for the learners to be master. Writing able the learners to express their feeling, opinion or thought when the learners difficult to express themselves orally. According to Maharani (2007:2), “writing is one of the four English skills in which, we express our idea, opinion, feeling, and so on in written form” (cited in Wardana, 2010). In writing, there are two types of writing which is exists in the native language, those are practical writing and creative or imaginary writing. Writing also has purpose, according to O’Malley and Pierce (1996: 137), there are three purposes of writing based on the types of writing in English language learning, those are informative, expressive or narrative and persuasive. Writing is a dynamic process. It is a process of translating ideas into

written symbols; it combines thinking, feeling, and talking silently to readers and oneself.

Moreover, Robert (1990:1) states that writing provides relatively permanent record of information, belief, feelings, arguments, explanations, theories etc. Writing allow us to share our communication not only with our contemporaries, but also with future generations. Writing is considered as a productive skill along with speaking (Harmer, 2007: 265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Writing is the ability which help the writers put their thoughts into words in a meaningful form. The writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Like walking or cycling, writing is a matter of habit. The acquisition of any habit is accomplished through repeating and untiring practice on the part of the learning.

According to a psycholinguist, Eric Lenneberg, (as cited in Brown, 2001: 334), he says that different from speaking in which people

learn language through a natural process or human behavior as learning to „walk“, writing is a learned behavior as learning to „swim“, people need someone to teach them. It means that people learn to write if they are members of a literate society and usually if someone teaches them.

Among the four language skills, “writing is the most difficult skill for second or foreign learners to master” (Richards & Renandya, 2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The similar definition also stated by Rohman (as cited in McDonald & McDonald, 2002: 7). He points out that writing is usefully described as a process of putting thoughts into words and words into papers.

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Spratt (2005:27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. According to Brown

(2001:335) states “The one major theme and pedagogical research on writing is the nature of the composing process of writing.”

Based on some opinions on the above, researcher can conclude that writing is a way to produce language by putting down words or ideas to some medium and writing is the expression of language in the form of letters, symbol, or word. The primary purpose of writing is communication. Writing is a learning process that takes time and concentrated practice because the writer has more time to think than they do in oral.

2. Process of Writing

According to (Harmer 2004:12), stages or can be called as writing process is the ways that are used by the writers when they are arranging the written text. It means that the writing process only focuses on the what the writers do. There are four stages in writing include prewriting, drafting, revising, and editing. In addition, all of those stages can be explained briefly as follows:

a) Prewriting

Prewriting means that the activity in making the outline or design of writing before the writers start to write. It can help them to organize

their ideas and imagination. The outcome of this stage is the form of outline.

b) Drafting

Drafting is the process when the writers start to write the ideas and information that they know. Basically, those ideas are used as the guide to develop the main thought. As the writing process proceeds into editing, a number of drafts may be produced on the way to final drafts. This is usually done on the assumption that it will be amended later. The outcome of this stage is the form of first draft.

c) Revising

In revising process, the will review their final draft to check five aspects of writing that cover organization, grammar, language use, mechanic, and content. Revising is a process in which writers not only polish their style, but also develop their ideas. The outcome of this stage is the form of first draft with corrective feedback.

d) Editing

It is final version, the writers check their final text revision for some mistakes that they have made. Checking grammar and spelling accuracies, punctuations, and word choices usually becomes the

main task to be done at this stage. The outcome of this stage is the form of first draft with error correction final draft.

3. Requirements of Good Writing

In writing a good paragraph, we should concern to two things. They are:

a) Unity / Cohesion

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b) Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless (Bram, 1995: 20-21).

c) Completeness

A good paragraph contains enough detail information to explain and prove statements of a topic sentence. According to

Nurgiyantoro (2001:306) Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

- 1) Content: the substance of writing, the ideas expressed.
- 2) Form: the organization of the content.
- 3) Grammar: the employment of grammatical form and syntactic patterns.
- 4) Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
- 5) Mechanic: the use of graphic conventions of the language.

4. Teaching Writing

The targets of teaching English in Junior High School students are able to solve the problems in terms of spoken and written language. There are several purposes of learning English at Junior High School. These are the purposes of learning English at Junior High School according to Depdiknas (2006):

1. Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.

2. Having senses about the importance of English to increase the nation competitive ability in the goal society.
3. Developing the students' understanding about the relationship between languages are culture.

5. The Purpose of Writing

The purpose of writing is given by Mc.Mahan et al (1996:23):

- a. To express the writers feeling

The writer wants to produce and express what he feels or thinks through the written form, as in diary or love letter. It is called expressive writing.

- b. To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

- c. To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of information writing.

- d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

6. The aspects of writing

According to Weigh (2002:16), writing has several elements that must be included in the product of written text such as contents, organization, vocabulary, grammar, and mechanic. Here are the explanation of each element in writing:

a) Content

The definition of content is about the material existed in the composition such as topic, explanations, discussions, and the core of the main topic. It means that the content should be consider clearly for a good text, story, and dialogue.

b) Organization

The meaning of organization during the composing of the writing text should be consider the sequence of each statement. In addition, the statement of the story, or dialogue should be organize well.

c) Vocabulary

Vocabulary means that the word that we used in writing the text. Furthermore, the vocabulary should suitable, great, and clear for the text. So, consider the vocabulary will make the result of the text in the story or dialogue better.

d) Grammar

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

e) Mechanic

Mechanics deals with the punctuation, spelling, capitalization as well as the type of handwriting whether it is clear or not. It is important to arrange the mechanics kindly since the effect to the writing result. Besides that, the students have to consider the rules of language, punctuation, and spelling. The story or dialogue which use the true and suitable mechanics will be readable and easy to understand.

7. Genre of Writing

As students prepare to write, they need to think about the purpose of their writing: are they writing to entertain, to inform, to persuade? Setting the purpose for writing is just as important as setting the purpose for reading, because purpose influences decisions students make about form. 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. The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

There are twelve types of genre, they are:

1. Spoof has function to retell an event with a humorous twist,
2. Recount has a function to retell or inform an event or activity in the past,
3. Report has a function to describe the way things are, with the reference to a range of natural or non-natural phenomena or things in the world,
4. Exposition has a function to persuade the reader that something in the case or not,
5. News item has a function to inform readers about events of a day,
6. Anecdote has a function to share with others an account of an unusual or amusing story,
7. Narrative has a function to amuse, entertain actual or vicarious experience in a different way,

8. Procedure has a function to explain how something through a sequence of action of steps is done,
9. Description has a function to describe a certain person, or thing,
10. Explanation has a function to explain the processes involved in the formation of nature or socio cultural phenomena,
11. Discussion has a function to present (at least) two points of view about an issue,
12. Review has a function to give critique about an art or event for a public audience.

B. Recount Text

1. Definition of Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities.

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

From the some definition above, the researcher can conclude that recount tells about something that happened in the past. The

details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. A writer or speaker uses a recount to tell us about a story or an event. Recounts are usually given in the order that the event occurred. Recounts can be: factual, such as a news story, such as telling someone how you built something, personal, such as a family holiday, or your opinion on a subject.

2. The Structure of Recount Texts

In making a recount text, there is an important point which is worth knowing. According to Anderson's theory (1997:53), a recount text has three main parts (Generic Structure). They are:

- 1) **Orientation:** the opening of the text, the introduction of the topic of the text. It gives background information about who, what, where, and when.
- 2) **Event:** It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.
- 3) **Reorientation:** it functions as the closing statement. It is a paragraph which contains a personal comment of the writer.

3. The purpose of Recount Text

A recount has social function. Recount “tell what happened”.

The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / 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.

4. Types of Recount Text

In exploring how text work (Derewinka, 1990: 15-17) there are three types of recount. They are:

a. *Personal Recount*

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- 1) Use of first pronoun (I, we).
- 2) Personal responses to the events can be included, particularly at the end.
- 3) Details are often chosen to add interest or humor.

b. Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- 1) Use of third person pronouns (he, she, it, they).
- 2) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- 3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- 4) Mention of personal feelings is probably not appropriate.
- 5) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- 6) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- 7) The passive voice may be used (e.g. the breaker was filled with water).

8) It may be appropriate to include explanations and satisfactions.

c. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

5. 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. Diary Writing

1. The Definition of Diary writing

According to Davino (2010) “Diary is kind of personal writing”.

The word diary comes from the Latin *diarium* (“daily allowance,” from *dies* “day”), found more often in the plural form *diaria*. In Indonesia, diary in a private case is called *buku harian*. Diary is usually made in order to make a reflection of personal purposes and sometimes can be made to be a more formal and public study. Diary is a book containing records of a personal nature, such activities will be conducted or experiences memorable experience every day in the form outpouring of hearts and minds. Writing diary is very good because in a diary we would be able to recognize who we are. Although it is private, diaries have meaning either expressed or implied.

Mustika (2010) states that Diary is the note of our daily life activities or the note about interesting moment, we write about the moment that interesting moment, we write about the moment that interesting in the diary book. The function of diary, we can memorize about the moment of our daily life of our history of life. There are five contents of diary: the date, month, and year of the moment, the time of the moment, moral message of the moment). Diary book is the book that fully with our personal notes our journal of daily life. In diary must have

the story, time and date or day, place and do not forget the people that involved in our story.

From the statement above, the researcher concludes that diary generally is the record of people's experience that happened periodically. In writing diary, someone can share what he or she has in mind after they showed or felt something. People usually write a particular moment in their life. Diary will be means to communicate people's thoughts, ideas, feelings, and emotions. They need affection from their friends and need to be heard and respected. But sometimes, they also need to share with themselves through diary writing. Keeping diary is an excellent means of documenting experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

2. The Advantages of Diary

According to Harmer (2004: 12) Diary has some advantages. They are:

1. The value of reflection

Diary provides an opportunity for student to think both about how they are learning, and also about what they are learning. This kind of

introspection may well lead them to insights which will greatly enhance their progress.

2. Freedom of Expression

Diary allows student to express feelings more freely than they might do in public. It means that the students show their expression more released though in public.

3. Developing writing skill

Diary writing contributes to a student's general writing improvement in the same way as training enhances an athlete's performance: it makes them fit.

4. Student-teacher dialogue

Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level. When a teacher writes to a class and says, 'you can write to me on any subject and I will reply. But do not worry, I will not show it to anybody else', the student knows they have a channel of communication that was not there before. When a student's writes in a diary, he or she knows that the teacher will read what is written with, perhaps, a different eye from the normal evaluative one. A different kind of conversation therefore takes place.

3. Steps in Diary Writing

- a. Free from a disruption.

Writing needed a concentration and must be focus in writing. So in writing a diary must be free from a disruption.

- b. Must be consistent

Write a diary consist of daily activity, no reason to does not diary.

- c. Format of diary

Choosing format that will to do write a diary, for example write a diary in computer, book or notebook.

D. Previous Study

The first thesis was conducted by Nofi Yulianti entitled “*Improving the Writing Skills Through Diary Writing of The Tenth Grade Students of SMAN 1 Ngemplak*”. This study is aimed at implementing diary writing as a medium to improve the writing skills. In this research, population of the research is 31 students of grade X D of SMAN 1 Ngemplak. This research used two types of data, namely qualitative data and quantitative data. This research were improvements on the students’ writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics. The differences between previous study and this study are: the previous study is aimed at implementing diary writing as a medium to improve the writing skills, but this study is also

conducted to investigate whether diary is effective to teach students' writing on recount text or not. Then, the previous study used qualitative and quantitative data, but this study use quantitative data.

The second thesis was conducted by Icha Chairunnisa entitled "*The Effectiveness of Writing Diary Activities in Improving the Student's Ability in Teaching Recount Text at Eight Grade MTs Al-Jam'iyatul Wasliyah Medan*". This research was aimed to find out the effectiveness of writing diary activities in improving the student's ability in teaching recount text. The subject in this research are the students of class VIII-B MTs Al-Jam'iyatul Wasliyah Medan. In this study the researcher conducted a Classroom Action Research as the methodology. The differences between previous study and this study are: the previous study is used eight grade as the level sample, but this study is used tenth grade as the level sample. Besides that, previous study used Classroom Action Research as the methodology and the method that used is qualitative method and quantitative method, but this study used quantitative method with pre-experimental research design.