

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some theories related to the study. They are writing, recount text, teaching writing and clustering technique.

A. Writing

Writing is one of the difficult skill in English. In this section discusses about definition of writing, the process of writing, purpose of writing.

1. Definition of Writing

Writing is one of the productive or active skill in English besides speaking that students need to learn in language learning. Writing is used to convey meaningful and expressive information from the author to the readers in form of written language. Writing is also a good way to develop students' English ability because by writing, the students are able to learn some components of writing such as punctuation, capitalization, spelling, grammar, and vocabulary.

According to Nguyen (2015:54) writing is the complex metacognitive activity to coordinate many processes by utilizing several aspects such as knowledge, basic skills, strategies, and individual abilities. Based on Richard (2002:303) writing is the most difficult skill for L2 to master. Harmer (2004:86) stated that writing is a process by which genre constraints very often influence what we write. Furthermore, Meisuri & Wahyuni (2016:145) states that writing is productive skill that involves language production. In addition, Sinaga

(2017:70) stated that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete.

From all statements above, it can be concluded that writing is an activity of thinking in expressing ideas, thoughts, and feelings into written. Writing is one of the important skills in English because it takes a part as important communication tools. Furthermore, teaching writing is teaching the way to able to write in a foreign language.

2. The Process of Writing

Writing process is process to write text to be good paragraph. In teaching writing, the teacher must understand the process to create a good paragraph before the students learn. It learns about some components such as grammar, mechanics, organization, and vocabulary. Harmer (2007 cited by Sinaga 2017) mentions the four steps in writing process. They are planning, drafting, editing and final version.

a. Planning

Planning is the initial activity that the writers plan what they are going to write, and decide what will be expressed, included the detailed notes. In this steps, the writer should think of three main issues. Firstly, they must consider the purpose of their writing. Secondly, the writer thinks of the reader they are writing. Thirdly, the writer also considers the content structure.

b. Drafting

Drafting is the second step, the writers make the draft. Drafting means writing a rough, or scratch, form of the paper (Galko, 2001:49). A number of drafts may be produced before it is edited in final version.

c. Editing or Revising

Editing is the third step that the writers read through what they have written and check where it works and where it doesn't. Galko (2001:107) stated that revision is the most general re-examination of your essay. In this steps, the writer may include additions, deletions, or change in the sentence structure. Editing is usually helped by the other readers, teacher, and friends.

d. Final Version

In the final version that it is the last step, the writers made the changes they consider to be necessary and they produce their final version. Besides that, there are many other things to be considered in order to be good at writing, such as grammar, words in use, punctuation.

3. Purpose of Writing

According to O'Malley and Pierce (1996), there are three purposes of writing based on the types of writing in English learning. Those purpose are following:

a. Informative

Informative in writing means that is purposed to share knowledge or information, provide direction, and express ideas to others.

b. Expressive or Narrative

It is represented by “expressing writing” or “narrative writing” that is purposed to share personal expressions to personal or imaginative.

c. Persuasive

Persuasive in writing means that it purposed to persuade the readers to do something.

B. Recount Text

There are some genres of the English texts that should be studied by senior high school, one of them is recount text.

1. Definition of Recount Text

Priyana et.al (2008: 69) stated that a recount text is several ways to evaluate significance in the form of a series of events. It focuses on sequence of events, all which relate to the occasion. It means that recount involves what happened, who was involved, when the events that happened, where the events took place and how the events could have happened. Therefore, recount is always written in the past tense. Hyland (2009: 3) states that recount text is

a text that contains past events that retell a factual or historical event and also based on the writer's personal experience. In other words, in this text, the writer can write about past events that tell of personal experiences, factual or historical events that have occurred.

In addition, Knap and Walkins (2005: 224) said that the genre that has similarity with recount structure and grammar is narrative genres that retells past stories, usually in order to in which they happened. It means that a recount text tells about something that has happened in the past chronologically. When writing recount also should concern on the sequence of the events that can more develop. So, based on definition above, it can be concluded that recount text is a text that retell about past event chronologically. The students must have their own past stories in write a recount text.

2. Generic Structure of Recount Text

In writing a good recount text, the writer must know some generic structures to make the text coherence to each paragraph. According to Siswita & Muhd (2014:66) there are three kinds of generic structure of recount text that will explain below.

a. Orientation

Orientation is the part of recount text that provides the setting and introduce the participants about the text. It consists of who was involves, what happened, where this event took place, and when it happened.

b. Events

In events, it tells what happened in sequence. It gives more detail information about the story. The events written in chronological order that use conjunction like first, next, last and so on.

c. Reorientation

The last part is reorientation or a conclusion of the events or the end of the story. Reorientation usually refer to the writers' feeling.

3. Grammatical Future of Recount Text

There are some parts of grammatical future of recount text that the writer should know according to Anderson & Kathy (2005:5). Those grammatical future are:

- a. Proper noun that used to identify who are those involved in the text.
- b. Descriptive words that used to give details of events and it usually adjective form.
- c. The use of past tense such as past continuous tense, past perfect tense, and past perfect continuous tense.
- d. Sequence marker is the words that show the order of events such as for the example, next, first, and so on.

4. The Purpose of Recount Text

Recount text has social function. Widiyati et.al (2008:124) stated that recount text aims to amuse the reader or retells some events for the purpose of informing and entertaining. It means recount is a way of retelling an important events or describing an experience that we had to others for some reasons or purpose. The writer can write their experience. In order, the aim of recount text is to amuse or to tell the reader.

C. Teaching Writing

Teaching is the process to do something to someone. It is also the way to transfer the knowledge and information. One of the subject matter in English is writing. Teaching writing has a purpose to produce intelligent behavior. There is an interaction a teacher and the students which have a purpose to transfer some knowledge to the other. Harmer (2007:118) states that teaching writing activities is an activity where the teacher asks students to write sentences about a given topic.

Furthermore, Meisuri & Wahyuni (2016:147) said that teaching writing is teaching the way to be able to write in a foreign language. Students can write from the basic level to the advanced level as systematically. By practicing writing, students can also explore their ideas in their minds in written form. In teaching writing, teachers are required to

be more creative and have a variety of techniques to improve student writing achievement.

In addition, Nunan (2003:93) gives more principles in teaching writing that every teacher should consider as follow:

1. Understand your Students' Reasons for Writing

Asking a reason of writing for students is an important thing for a teacher to do to find out how much students are interested in writing. The biggest dissatisfaction with writing instructions comes when the teacher's goals are not in accordance with students, or when the teacher's goals do not match the school or institution where the student works. it's important to understand both and to convey goals to students in ways that make sense to them. The teacher should ask before starting the course. what are the benefits of writing? How do the skills learned in personal writing apply to other types of writing?

2. Provide Many Opportunities for Students to Write

A teacher can provide an opportunity to mean that students can practice writing without being bound by the value given by a teacher. Writing almost always increases with practice. Evaluate your lesson plan but not every writing must be corrected or assessed. In other words, the teacher cannot judge "writing practice." When the training session practices it is integrated regularly into the syllabus. It will make students more comfortable with writing. Writing exercises must give students various types of writing too. Short responses to reading,

journal entries, letter writing, summaries, poems, or any type of writing that is considered useful in your class should be practiced in class.

3. Make Feedback Helpful and Meaningful

Feedback does not need to always be written in margins. A teacher can provide feedback in various forms: individual conferences, recorded responses, summary responses typed, and so on. Feedback is highly coveted by students in their writing, but does not always have desired effect. If the teacher writes a comment on a student's paper, make sure they understand the vocabulary or symbols used. Be careful with the tone of comments given. Paper margins are small and can force you to be a short comment. It causes comments not good and not helpful. Finally, feedback should not mean "correcting" student writing.

4. Clarify for Yourself, and for Your Students, How Their Writing Will be Evaluated

A way to answer students' expectations about their writing results that are considered subjective is to develop a list of their writing skills including:

- a. On a scale of 1-10, how important is creativity, or originality of ideas?
- b. On a scale of 1-10, how important is following a particular written format (such as a research report, book report, letter, etc.)?
- c. On a scale of 1-10, how important is grammatical accuracy?

- d. On a scale of 1-10, how important is it that the assignment include recently taught material?
- e. On a scale of 1-10, how important is accuracy in spelling and punctuation?

From that, there is a need for a rubric to help a teacher in the scoring outline the elements of writing that must be evaluated. This rubric must outline the weight of grammar and mechanics in relation to content and ideas, as well as other features of the writing that you consider important. There are three types of general rubrics that can be developed:

- a. Non-weighted rubric is a type of rubric provides descriptions of writing quality by level across other writing criteria. With this type of rubric, the teacher would circle or check the level the student had achieved in each of the three categories, and then provide some written comments on the bottom of the page, or on the student's assignment.
- b. Weighted rubric is similar to the unweighted one, but it breaks the writing skills into categories and sub-categories. A specific point value is assigned to each.
- c. Holistic rubric describes in general terms the qualities of excellent, good, fair, and unsatisfactory assignments. These descriptions can be tied to grades or stand on their own. The instructor then chooses the description that fits the assignment.

Students can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable to read and what features distract from that enjoyment. This kind of discussion has two benefits: it not only gives students a voice in the evaluation of their own work, it also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

D. Clustering Technique

Clustering is one of the technique to make students easier to write. Through clustering technique, the students can plan brief section of an essay as they are drafting.

1. Definition of Clustering Technique

There are several definitions of clustering technique. According Oshima and Hogue cited by Triza et.al (2016:11) clustering is another brainstorming activity that use to generate ideas. It means that the clustering technique like brainstorming activity that can be used to organize the ideas that come in the students' thinking. Furthermore, Hoshima and Hogue, 2007 cited by Meisuri & Wahyuni (2016:149) state that clustering technique is another prewriting technique that can use to convey the ideas.

Moreover, Marzelia et.al (2014:12) state that clustering is powerful tool in free writing to generate the ideas from mind. It is good

way to develop before starting the writing activity. In addition, Rico, 200 cited by Meisuri & Wahyuni (2016:149) clustering technique is the basic of natural writing can be used to generate ideas for writing of any form: essay, poems, short stories, business reports, song lyrics, even novels. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write. Andriati (2013,40) stated that clustering is a kind of technique which can be used in pre-writing stage. Doing clustering involves several simple steps which can be easily accomplished.

Based on definition of some experts above, it can conclude that clustering technique is making visual map that used to write down the ideas that exist in the mind, and how to develop ideas before write a paragraph unity.

2. Teaching Writing Using Clustering Technique

In teaching writing, using a technique is very useful and make the students more interesting to learn. In teaching and learning process, clustering technique is appropriate used by the teacher to help the students how to associate the ideas, how write down the ideas in their minds into a good paragraph. Before the students make clustering, they get the material from the teacher about recount text. Next, the teacher gives the topic and asks the students to make a paragraph. The way before they write a paragraph, they should make clustering with the

topic that given by the teacher. Meisuri & Wahyuni (2016:150) stated that there are some procedures to do clustering technique as follow:

- a. First, take a sheet of paper and write the main topic in the middle of the sheet of paper and circle it.
- b. Second, write the ideas, circling it beside the main circle in the middle and connecting it with a line.
- c. Repeat. Write and circle new words and phrases, draw lines back to the last word the central word, or other words that seem connected.
- d. Keep going until we can think nothing else relating to the main topic.

In addition, teaching writing recount text using clustering technique can be done in a few steps. Before writing a paragraph, students can write the main topics about their personal experiences that have occurred in the middle of the paper and circle it. Then students divide three sub topics related to the main topic which consists of orientation, events, and reorientation. In orientation, students can write the keywords that relate to when, where, who, why the story happened. Besides in the second sub-topic, students can write keywords about the sequence of events. The last sub-topic, the students can write their feeling. All these keywords are grouped in their respective sub-topics and circled and linked to the main topic using lines.

3. The Advantages and Disadvantages Using Clustering Technique

Using clustering technique has some advantages and disadvantages in teaching writing according to Meisuri & Wahyuni (2016: 151), as follows:

a. The advantages of Using Clustering Technique

This technique is good enough to the students in writing activity because this technique can reduce single points of failure functionality. It also performs maintenance and upgrades with limited downtime and easily scales up the cluster.

b. Disadvantages of Using Clustering Technique

This technique actually does not good technique when it is used to write an essay writing which has long paragraph. For the example of essay that has long paragraph is argumentative essay. It means that if the clustering technique applied in argumentative essay will be complicated because there will be many ideas that must be clustered. Sometimes the learners are confused how to use it because the learner confused where to start writing.

To overcome the confusion of the students in the writing process, a teacher must explain the material in detail. The teacher also must guide the students in the learning process so that they know how and what they should write.