CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature about the topic. It discusses about writing, recount text, draw label caption strategy, outlining strategy, and previous study about the topic.

A. Writing

1. The Definition of Writing

Students should acquire the skill of writing in English because it can enhance their ability to think critically and support the development of other language abilities. One of the key abilities someone needs to convey their thoughts and feelings is writing. According to A. D. Jayanti (2019), writing is an expressive activity that allows students to put their thoughts and knowledge into written form. Writing is the act of putting thoughts down on paper to translate thought into words and give them structure and clear organization, according to Brown (2001). Writing is therefore a thinking activity. In addition, Coulmas (2003:1) asserts that writing has three distinct meanings. Writing, first of all, is a method of encoding words through tactile or visual markings. When a writer uses visible or tactile markings, their writing can be viewed with the naked eye. Second, writing is the process of putting thoughts into words. Concepts required for writing. Good thoughts may enlighten or educate the reader. Third, text is the end product of the writing process. It implies that writing is a productive ability that may result in text production in addition to being a medium of communication. like report text, procedure text, narrative text, and recount text.

Writing is an indirect mode of communication that seeks to transmit insightful and expressive ideas from the writer to the reader through written language, as can be seen from the description given above. Students can communicate their ideas, sentiments, thoughts, attitudes, emotions, etc. through writing.

2. **The Purpose of Writing**

The objective or goals of writing are related to the purposes of writing. When considering the goals of writing, one must consider inspiring others to write. It is assumed that students already understand why they are writing, particularly when they are creating recount texts that aim to retell the author's story. They have to deliver their story clearly. Students frequently make mistake, they believe that the goal of writing is to complete class assignments, but there is more to the idea of writing purpose. The following are the goals of writing:

a. To convey your thoughts

In writing the writer is a subject. The writer conveys individuality, emotion, likes, and dislikes. This is meant to provide the reader an understanding of our personalities, our expressions, and our perspectives on the world.

b. To provide your reader information

Writing can provide and explain information. This concentrates on the subject matter under discussion and is sometimes referred to as explanatory as it elaborates on concepts and facts. It contains fact,

thoughts, magazines, newspapers, business reports, statistics, and observation reports, among other things.

c. To persuade the reader

Writing can persuade the reader of a point of view. Because it presents another perspective, this writing is referred to as argumentative. This concentrates on bringing the reader's perspective closer to the writers. For instance: research proposals, editorials, and letters to the editor. We must persuade the reader to support the point of view in order to persuade them. If you wish to argue a point effectively, the explanation needs to be obvious and reasonable.

d. To produce literary content

It indicates that the concepts we write about originate from our perceptions (opinions, attitudes, and observations of external things). This is an explanation since their intention is to give readers information that clarifies our opinion or point of view on the matter.

3. **The Process of Writing**

The stages of the writing process are planning, drafting, rewriting, and final version, according to Jeremi Harmer (2004). The term "recursive process" refers to the writing approach used in classrooms, which integrates the four fundamental stages of writing. implies that each phase has a matching cycle. There are four steps in the writing process. for example:

a. Planning

During the planning process in the classroom, students are free to think about why they are writing. Additionally, it might motivate

pupils to write and spark their creativity. Students' choice of terminology, the text they want to write, and the details they want to add are all influenced by their planning. The writer should have three primary factors in mind when planning. They must first consider their writing goal. The second thing to consider is if the writer is writing for a formal or informal audience. Thirdly, the writer has to consider the material's structure, including any data, ideas, or statements they wish to add.

b. Drafting

Drafting is the process of putting ideas on paper, organizing them into sequences, and setting the scene so that readers may comprehend the concepts. The result of planning called first draft.

c. Revising

The term revising refers to a step in the review and renewal process. This allows students to edit their work for structure, style, grammar, lexical accuracy, and correctness by going back and making the necessary changes. Following the creation of their draft, students typically proofread their work to ensure that it is appropriate.

d. Final revision

The writing process ends with the publication of the final version. After revising the draft, the writer produces the final version, at this stage they are prepared to distribute a written work to a larger reader.

B. Recount Text

1. The Definition of Recount Text

Anderson (1997) defines a recount as a text that tells past events, typically in the chronological sequence that they happened. Bachtiar said that recount is a text that informs the reader of a past event. Usually, it focuses on the individual's previous experiences. It means that a recount is a compilation of past events with an individual general pattern.

2. Generic Structure of Recount Text

Christie and Derewianka state that a recount text, with its distinctive structure of Orientation, Events, Re-orientation, is usually used to achieve the goal of "telling what happened." Bachtiar and Cicik agree with Christie and Derewianka that a recount text consists of three components: the orientation or setting, the events, and the re-orientation or summary of the story.

a. Orientation

Orientation provides readers with information on the characters, events, setting, and timeline of the story. According to Desmal et.al., orientation should include an introduction paragraph that provides background information on the who, what, where, and when of the story, all of the information sometimes are not often expressed directly.

b. Event

Events tell the sequence of events or something that happened, these are described in chronological sequence.

c. Re-orientation

Re-orientation is summary from event, and sometimes the author also give conclusion about their felling and hope.

3. **Language Features of Recount Text**

Desmal et,al. state there are some language features of recount text, such as:

a. Specific participants: proper nouns to identify those who involved in the story.

b. Pronouns: in recount text author have to use first person pronouns to emphasize how personal the story.

c. Past tense: by using past tense it can be a signal, that the story has been happened.

C. **Draw Label Caption Strategy**

1. **The Definition of Draw Label Caption Strategy**

Draw label strategy has three-step "draw, label, and caption". This implies that students are instructed to sketch something in order to get ideas for the plan. Next, students are invited to name their drawings; they are free to identify anything that they feel is significant to them. Finally, students can create a caption—a statement that describes what they wrote—below their photo based on their label (Peha, 2003:47). Bumgardner (2003) provides support for Peha's assertion, defining the draw label caption strategy as a straightforward approach comprising of drawing, labelling, and making caption. It is evident that after selecting a topic, the students are required to draw a picture, identify or label every object in the image, and

then provide a caption—one phrase that describes the scene—for their drawing.

Draw Label Caption helps in the idea generation, development, and organization of the writer. According to William (2011:1), the process of drawing a label caption aids the writer in identifying the essence of their thought. This indicates that the draw label caption technique will help students in their writing education and teach them a different approach to developing a prewriting notion into an essay. In a nutshell, the sketch, label, and caption technique is a three-step process that may be applied in writing instruction. To put it another way, students first sketch out their thoughts or draw drawings, then they label the drawing to add more information, and last they write a description underneath the design, A sentence that describes what is happening; this technique may be expanded across several paragraphs to produce a quality essay, in addition to teaching how to draw, label, and caption.

Drawing from the previously provided definition, the author deduces that the draw label caption technique is a useful tool for teaching writing and can enhance students' capacity to produce recount essays. Additionally, because this technique includes procedures to assist students in writing quality essays, it will help them communicate their thoughts more effectively.

2. **The Advantages of Draw Label Caption Strategy**

Teacher can develop an engaging and dynamic learning environment with the use of draw label caption strategy. Which it might encourage

students' imaginations and creative thinking (Gundy, 1988: 6). Peha (2003: 12) lists the benefits of the draw label caption strategy. There are a few advantages when using draw label caption strategy for teaching students in writing recount texts, there are:

a. Students are able to concentrate more on the writing issue.

b. Students will take a few minutes to consider what they want to write while they are sketching.

c. Students believe that learning to write is an extremely challenging and boring task. Writing gets simpler and more enjoyable when teacher applies draw label caption strategy.

d. Draw label caption strategy can increase students' motivation, focus, and make students more active in the learning process.

3. The Disadvantages of Draw Label Caption Strategy

Peha (2003: 12) lists a few disadvantages of draw label caption strategy, there are:

a. Students feel drawing is embarrassing.

b. Drawing is quite time-consuming.

c. Students more focus on their picture not in the next step.

4. The Procedures of Draw Label Caption Strategy

Based on the name of strategy, it can be imagined that this strategy contains three main steps of writing story, there are draw, label, and caption. Burns (2011: 83) state that there are more than three steps in using draw label caption strategy, there are:

a. Draw, students make a sketch by the teachers the topic.

b. Label, students label each part of the sketch, students can give label to anything essential.

c. Caption, students write words title for their picture, and create a phrase by their sketch to develop their idea.

d. Description: Students provide a synopsis of everything they can find in the image, allowing for maximum specificity.

e. The story is finished, and students receive more material to create a whole sequence or story.

Burns idea also right, but if students only use three steps on writing story using draw label caption strategy is also correct.

D. Outlining Strategy

1. The Definition of Outlining Strategy

According to Oshima and Hogue (2011: 16) outline is similar to an architect's. It implies that an author has to have a strategy to help them along the writing process before they can begin to produce a paragraph. It aims to eliminate any significant details or concepts that are important to the subject at work. According to Zemach and Rumisek (2003), an outline is a list of the content you will provide in your written work. An outline begins with the thesis statement, outlines the structure, identifies the topics to be discussed, prioritizes the concepts, and concludes with a conclusion.

Outlining is a step that can help students in pre-writing process. Before writing, an outline can inspire authors to begin organizing their thoughts and considering what should be the input for their arguments. Authors learn how

to physically construct their arguments through outlining. An outline helps authors in planning, developing their concepts, and structuring paragraphs to produce good writing. It is related to Langan's (2009) remark in (Almunawaroh, 2020) that an outline is a strategy to assist authors in producing a cohesive, well-structured, and well-supported text. Oshima (1998) asserts in (Zakia, 2017) that an outline has three benefits. It will help the author in structuring their thoughts. Second, since creating an outline can reduce 75% of the work, it will enable the writer to write more rapidly. Thirdly, because the writer can focus on it, the grammar will get better.

2. **The Advantages of Outlining Strategy**

Alice Osima and Ann Hogue (2006), the following are advantages of outlining strategy. First, an outline will help the writer in organizing the concept; more precisely, it will make sure that the writer will not miss any crucial details, not include unnecessary ideas, and arrange the supporting points logically. Second, writing faster is possible with an outline. Writing gets simpler when an author has a systematic plan to follow, which is made easier by outlining. In the end, the writer will be able to focus on grammar rather than concepts or organization, which will lead to an improvement in grammatical proficiency. By using outline is well worth the work since it improves organization speed and grammar (Oshima & Hogue, 2005).

3. **The Disadvantages of Outlining Strategy**

The disadvantages of using the outlining strategy are that writing requires more time to produce. This strategy is not appropriate in some situations due to limitations and allocation of the time. The writing that

results from using outline is a little stiff. This method will not suit in terms of creativity because it reduces writing's flexibility and imagination.

E. Previous Studies

In order to ensure the advantages of learning English by using draw label caption strategy, researcher has found relevant researches.

First, research that was written by Lalu Adian Gifari (2023) with title "*The Effectiveness of Draw Label Caption Strategy in Teaching Writing of Descriptive Text at Second Grade Student of SMP Negeri Keruak in Academic Year 2021/2022*". Researcher showed that Draw Label Caption (DLC) can is a strategy that can improve students' writing ability in writing descriptive text. However, the researcher focused on the effectiveness of draw label caption strategy on students' descriptive writing skills. The purpose of this study was to determine the effectiveness of Drawing Label Caption at SMPN 1 Keruak to teach writing skills The research was using quantitative research methods to know the influence of draw label caption strategy on improving writing abilities. The results showed that the pre-test mean score was 62 and the post-test mean score was 77 and the significance value is less than 0.05. so, draw label caption strategy improved students' writing skills and impacted their interest to study English.

Another previous study came from Yosie Safitri (2020) with title "*The Impact of Draw Label Caption (DLC) Strategy on Students' Narrative Writing Achievment (Quasi-Experimental Research at the Tenth Grade Students of SMAN 2 Mukomuko in the Academic Year 2019/2020)*". The purpose of the research was to determine whether or not the Draw Label Caption (DLC)

technique had a significant impact on the achievement of students in narrative writing. The research was quasi-experimental, with a pre-test and post-test design including non-equivalent groups. During the 2019–2020 academic year, the population is SMAN 2 Mukomuko tenth grade pupils. The sample was taken using the purposeful sampling approach. The t-test procedure was used to analyze the collected data. The outcome of applying the Draw Label Caption strategy on students' narrative writing was an 81.5% contribution, according to the data evaluated using SPSS 22 Stepwise Regression Analysis. Thus, it can be said that using the Draw Label Caption (DLC) Strategy significantly improved the narrative writing abilities of the students.

The last previous study from Tika Amalia (2019) with title *"A Comparative Study Between the Use of Tell Show Strategy and Draw Label Caption Strategy in Increasing Students' Recount Text Writing Ability at the Eighth Grade of SMP Al-Huda Jati Agung in Academic Year of 2018/2019"*. The purpose of this study is to determine if either the Tell-Show Strategy or the Draw Label Caption Strategy significantly improves students' ability to write recount texts. The design of this study was Static Group Comparison. Two classes were selected, and the Tell-Show strategy was used to experimental class 1 and the Draw Label Caption strategy was applied to experimental class 2. The data analysis showed that the t-test formula Ha result was accepted. Data analysis showed that $T_{critical}$ is 2.000 and $T_{observed}$ is 4.48522. It may be inferred that there was a significant difference in the capacity of students writing recount texts while using the Tell-Show technique compared to the Draw Label Caption strategy since $T_{observed}$ was greater than $T_{critical}$.

The researcher also wants to apply the draw label caption strategy to this study. The efficiency of the draw label caption strategy in improving students' recount text writing abilities was the researcher's main focus. Draw Label Caption (DLC) has been shown to be a successful strategy for enhancing students writing skills in any kind of text, according to prior study on the subject.