

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of review of related literature. It discusses about the nature of writing, teaching writing, writing assessment, and recount text.

#### A. Nature of Writing

There is a statement that with writing, history begins; humans reflect on themselves and philosophy is born.<sup>5</sup> Based on the statement, show that the existence of writing is very important especially in the knowledge. Writing indeed affected a full-scale revolution of culture. Writing has great history and development. The development of writing is good considered-rebus, pictogram (using pictures or things), word-writing, syllable writing, sound writing: the alphabet, and decipherment. Today there are some four hundred different writing systems in use around the world.<sup>6</sup> There are many definitions of writing. Some definitions of writing are as below.

##### 1. Definition of Writing

Writing is one of the integrated language skills that involve many language elements such as diction (diction), grammar, spelling, punctuation, etc. Writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other

<sup>5</sup> Harcourt Brace Jovanovich. *History and Growth of Writing* (New York: GRowth, 1981) ,273.

<sup>6</sup> Jeremy Harmer, *How To Teach Writing*, 285-291.

skills.<sup>7</sup> It is no wonder that EFL students think that writing is a difficult skill to be mastered because it requires many aspects of language in its production such as organization, diction, language use, mechanics, and English rhetoric. Canale and Swain state that writing minimally includes four areas of knowledge: grammatical competence, discourse, sociolinguistic competence, and strategic competence.<sup>8</sup> The first two are concerned with linguistics whereas the last two concerns with functional aspects of communication.

Brown states that it is obvious that writing skill is a communication between linguistic competence and communicative competence.<sup>9</sup> The first refers to the learners' knowledge of language rules whereas the second deals with the English Foreign Language learners' ability to communicate functionally and interactively. It is explained above that writing is the production of the written words. To make the writing can be read and understood easily and even can be used as a means of communication is not easy. Of course, a teacher has to consider not only the content of the written text and way how to express the message in written text but also the readers reading text. Writing of a composition is a task, which involves the student in manipulating word in grammatically correct sentences and in linking those sentences to form piece of continuous writing which

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<sup>7</sup> Mariane Celce Murcia and Elite Olshtain. *Discourse and Context in Language Teaching*. (New York: Cambridge University Press, 2000), 161

<sup>8</sup> Nur Mukminatien. *Teflin journal*. (Yogyakarta: IKIP Yogyakarta, 1991), 134.

<sup>9</sup> Ibid

successfully communicates the teachers' thoughts and ideas on a certain topic.

Writing skill is a complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.<sup>10</sup> In addition, Byrne, Hedge, Tribble quoted by Jo McDonough state that writing is a process of encoding, putting message into words, carried out with a reader in mind.<sup>11</sup> Then, Sandra Cornbleet adds writing as a method of communication between writer and readers, the features of writing that writing is permanent and crosses the boundaries of space and time.<sup>12</sup> It is distant and planned. Here, writing is organized in space rather than time, is more laborious than speech, is relatively permanent and is effective over great distances of space and time. Relating to speaking, what is written down can be spoken, and what is spoken can be written down.

Writing is a process made up of numerous sub-skills. They are about all communication is purpose-driven and purpose will determine whether we communicate in writing or speech, the genre, the format, the style and language,<sup>13</sup> all communication takes place within a context which will give rise to different text types and different language, texts are written to be read: they have an intended readership in mind.

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<sup>10</sup> J.B Heaton. *Writing English Language Test*. (London: Longman Group Limited, 1975), 127-138.

<sup>11</sup> Jo McDonough, *Materials and Methods in ELT: A Teacher's Guide* Christopher Shaw (UK: Blackwell Publishing, 1993), 161.

<sup>12</sup> Sandra Cornbleet & Ronald Charter. 14

<sup>13</sup> *ibid.* 15-16.

David Nunan analyzes some definitions of writing. Writing is the physical act of comity words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer.<sup>14</sup> Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to readers. It is both a process and a product. The writer imagines, organizes, drafts, edits, reads and rereads. The audience or wider readers see it as a product-an essay, letter, story, or research report.

Joy Wingersky argues that writing is a process through which you discover, organize and write your thoughts to communicate with a reader.<sup>15</sup> John Langan adds that writing is a process of discovery involving a series of steps and those steps are very often a zigzag journey.

From those definitions, it can be stated that writing is a process of discovery, organization, and realizing thought or ideas to communicate with others.

Shaw states that writing is relatively new art form, or process, or means of communication about which little is known.<sup>16</sup> Consequently, it is all more important that the opinion we hold about writing should be accurate and helpful. It means that in writing a text it is very important for EFL students to pay attention not only to the accuracy but also to the

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<sup>14</sup>David Nunan, *Practical English Language Teaching*.3

<sup>15</sup>Joy Wingersky. *Annotated Instructor's Edition. Writing Paragraphs and Essays. Integrating Reading, Writing, and Grammar Skills*(California: Wadsworth Publishing Company, 1992),3

<sup>16</sup> Harry Shaw. *Errors in English and Ways to Correct Them*(New York: Fitzhenry and Whiteside Limited, 1986), 3.

existence of their writing in conveying their thought or ideas to others. Of course it depends on how well they are able to organize their sentences into a text.

## **2. Micro Skill of Writing**

Brown identifies and enumerates micro skills of writing as follows<sup>17</sup>:

- Produce graphemes and orthographic patterns of English
- Produce writing at an efficient rate of speed to suit the purpose
- Produce an acceptable core of words and use appropriate word order patterns
- Use acceptable grammatical systems(e.g., tenses, agreement, pluralization), patterns and rules
- Express a particular meaning in different grammatical forms
- Use cohesive devices in written discourse
- Use rhetorical form forms and conventions of written discourse
- Appropriately accomplish the communicative functions of written texts according to form and purpose
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- Distinguish between literal and implied meanings when writing

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<sup>17</sup>Drs.H.Gunadi H. Sulistyono, M.A. *Guidelines to English Instruction Practices in The Classroom*, (Malang: UNM, 2008), pg30

- Correctly convey culturally specific references in the context of written text
- Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### 3. The Process of Writing

Writing is a process of discovery consisting of some steps. Joy Wingersky states that the general steps in the writing process include *prewriting, organizing ideas, drafting revising editing and making a final draft*.<sup>18</sup> *Prewriting* is a way of generating ideas, narrowing a topic or finding a direction. *Organizing* includes sorting ideas in a logical manner to prepare to write a draft. *Drafting* is the part of the writing process in which the writer composes sentences in paragraph form to produce the first copy of the writing. *Revising* involves smoothing out your writing, adding more detail, and making other changes that will help you say what you want to say in the best way. *Editing* is checking for mechanical problems and correcting them. *Making a final draft* and deciding its ready for the audience is a step that takes patience and judgment.

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<sup>18</sup>Joy Wingersky, *Annotated Instructor's Edition. Writing Paragraphs and Essays. Integrating Reading, Writing, and Grammar Skills*, 3.

McCrimmon divides the writing process into three stages: *planning, drafting, and revising*.<sup>19</sup> Planning is a series of strategies designed to find and produce information in writing. Drafting is a series of strategies designed to organize and develop a sustained piece of writing. Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.

Jeremy Harmer suggests that the writing process has four main elements; *Planning, drafting, editing, and final draft*.<sup>20</sup> In planning, writers have to think about three main issues: the purpose of the writing, the audience, and the content structure of the writing. Then, drafting is the first version of a piece of writing. Thus, editing consists of reflecting and revising action. Finally, final version is the text ready to be published.

In addition, Harmer adds that there are three step in writing process<sup>21</sup>; *Preparation*-think about the reader; consider why we are writing; think about the content; decide the appropriate layout and style. *Draft*-put our ideas together in a draft form. *Editing and rewriting*-we will need to rewrite several times so that the text is coherent, clear, and has few or no mistakes.

From the explanations above, the writing process can be concluded into four main stages. They are prewriting, drafting, revising, editing and publishing. Prewriting is step for flowing, gathering, and organizing ideas.

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<sup>19</sup>McCrimmon (1984:10-11)

<sup>20</sup>Jeremy Harmer, *How to Teach Writing*, 4-5

<sup>21</sup>*ibid.* 86

In Prewriting, the students can find some ideas from the source of ideas, talking to find a topic, and talking with direction, free writing, brainstorming, and reading some books or other sources. Drafting is stage where ideas planned is developed into sentences, and then into paragraphs. Next, revising is conceptualizing the content and reorganizing organization for getting great meaning and purpose decided. Editing deals with checking grammar and mechanics (spelling, capitalization, and punctuation) for accuracy, and publishing is producing the final draft.

#### **4. The Purposes of Writing**

Determining a purpose is crucial because it determines how writing develops. In this case, the purpose can be found in the form or types of writing. David Nunan explains that the purpose of writing is to both express and impress.<sup>22</sup> It means that the writing is used to express an idea or feeling to the readers or audience. In addition, Hartfiel V Faye proposes its purpose are to inform by communicating factual material, to tell how, what and why, to evaluate, to judge and to problem-solve by asking and answering questions and finding solution.<sup>23</sup>

It is clear as the purpose of writing also be influenced by the readers' expectation. Those expectations are to know, within a few sentences, the main point of papers; to get enough information to evaluate

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<sup>22</sup>David Nunan, *Practical English Language Teaching*, 88.

<sup>23</sup>Hartfiel V Faye, *Learning ESL Composition*, (Massachusetts: Newbury House Publishers, 1985), 21.



whether the main point is valid or worth consideration; to be led logically from one point to the next without distraction or confusion.

In short, all writing has a purpose, the reason for the writing. The purpose is not only useful for English but also it is as a framework for writing across all subjects areas. It includes 1) writing to imagine, explore and entertain, 2) writing to inform, explain and describe, 3) writing to persuade, argue and advise, 4) writing to analyze, review and comment.

### **B. Understanding the Recount Text**

Anderson and Anderson state that recount is a piece of text that retell past events, usually in order in which they happened. <sup>24</sup>The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Recount tells the readers what happened. They retell a past event. Recount begin by telling the reader who was involved, what happened, where this event took place, and when it happened. This called the orientation.<sup>25</sup>

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that defferentiates recount from narrative.<sup>26</sup>

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<sup>24</sup> Anderson Kathy and Mark Anderson. *Text Type in English*. (South Yara: Macmillan Education Australia PTY LTD, 1997), 16.

<sup>25</sup> <http://www.lmpc.edu.au> (accessed: January, 2012)

<sup>26</sup> <http://understandingtext.blogs> (accessed: January, 2012)

a) Generic Structure of Recount

The generic structure of recount text is as follow: 1) Orientation; Introducing participant, place, and time. 2) Events; Describing series of events that happened in the past. 3) Reorientation; It is optional. 4) Stating a personal comment of the researcher to the story.

b) Language Features of Recount

The language features of a recount are: 1) Introducing personal participant; I, my friend, etc. 2) Using chronological connection; then, first, etc. 3) Using linking verb; was, were, saw, felt, etc. 4) Using action verb; go, clean, change, etc. 5) Using simple past tense.

c) Text Organizer of Recount by Eather Jenny<sup>27</sup>

**Orientation :** › introduction › setting the scene

Gives details of:

- › Who, What
- › When
- › Where
- › Why

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<sup>27</sup> Eather Jenny. *Writing Fun*. In  
(<http://www.teacher.ash.org.au/jeather/writingfun/writingfun.html>) accessed: January, 2012.

**Event** : › What happened › in chronological order

What happened? › First..... › Next..... › Soon..... › During..... › After..... › Later..... › Eventually..... › Finally.....
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**Conclusion / Reorientation:** › Personal comment ( optional)

What did you think, feel, or decide about the event that happened?
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### C. Brainstorming

Brainstorming is one of prewriting activities done to generate ideas. Brainstorming takes an important role to get started writing in order that a teacher saves her time and starts writing more quickly. There are three useful brainstorming technique. They are listing, free writing, and clustering.

## 1) Listing

Listing is a brainstorming technique in which a teacher thinks about a topic and quickly makes a list of whatever words or phrases come into her head. Its purpose is to produce as many ideas or to accumulate raw materials as many as possible in a short time and a goal is to find out a specific focus for her topic.

Oshima states that the procedures in listing are:<sup>28</sup>

- a. Write down the general topic at the top of paper
- b. Then make a list of every word or phrase that comes into mind about the topic. Do not stop the free flow of ideas by judging or editing them before writing them down. Keep the ideas flowing. The harder a teacher thinks the more ideas will flow. Of course, try to stay on the general topic. However, a teacher writes down information that is completely off the subject, do not worry about it. A teacher can cross it out later.
- c. Use words, phrases, or sentences. Do not worry about spelling or grammar. Remember, teacher's primary goal is to "jot" down ideas as quickly as they come to the researcher without worrying about whether an idea is important, interesting, or related to her subject."

## 2) Free writing

Free writing is a brainstorming activity in which a teacher writes freely about a topic because the researcher is looking for a specific focus. While a

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<sup>28</sup> Alice Oshima and Ann Hogue. *Writing Academic English*. (New York: Addison Wesley Longman, 1991), 5.

teacher is writing, one idea will spark another idea. As with listing, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

Oshima states that the procedures of free writing are as follows:<sup>29</sup>

- a. Write the topic at the top of the paper.
- b. Write as much as a teacher can about the topic until a teacher run out of ideas. Include information, facts, details, examples, etc, that come into her mind about the subject.
- c. After a teacher has run out of ideas, reread her paper and circle the main idea(s) that she would be interested in developing.
- d. Take that main idea and free write again.

The purpose of free writing is to write as many as possible, whether a teacher is looking for a narrow (specific) topic to write about or whether a teacher already has a narrow topic and wants to write down ideas about it. Remember, the more she free writes, the more ideas a teacher will have. Do not despair if a teacher's mind seems to "run dry". Just keep the pencil moving."

### 3) Clustering

Clustering is one of brainstorming activities. It takes an important role in generating ideas which are going to be written by a teacher.

Oshima and Hogue state that:<sup>30</sup>

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<sup>29</sup> Ibid. 6

“Clustering is another brainstorming activity that you can use to generate ideas. Here’s how to use this technique: in the center of your paper, write your topic and draw a “balloon” around it. This is your center or core balloon. Then, write whatever ideas come to you in balloons around the core. Think about each of these ideas and make more balloons around them. Your richest idea will produce a cluster of balloon.”

Word clusters can also be defined as a group of words that have similar meaning.<sup>31</sup> Reid states that clustering is one of varieties of pre-writing techniques that is used to encourage the students to experiment with.<sup>32</sup>

Langan states that:<sup>33</sup>

“Clustering, also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to think in a visual way. In clustering, you can use lines, boxes, arrows, and circles to show the relationship among the ideas and details that occur to you.”

In a short, it can be said that a clustering technique is developed to improve writing skill and previously used to facilitate thinking in the classroom setting and to stimulate for class discussion. Clustering involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. If associations generate further association, chains of associated words are produced. It is assumed that the writer is motivated to write further about the connections made during the clustering exercises and the connections provide direction for the writing that follows.

The ways how to have clustering are as follows:

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<sup>30</sup> *Ibid.* 8.

<sup>31</sup> <http://vocabteacher.com>

<sup>32</sup> Joy M Reid. *Teaching ESL Writing*. (USA: Prentice Hall Regents, 1993), 5.

<sup>33</sup> John Langan. *English Skill*. (New York: Mc Graw-Hill Companies, Inc, 2001), 22.

- a. Begin by starting a subject in a few words in the centre of a blank sheet of paper
- b. When the ideas or details occur, put them in boxes, arrows, lines, or circles around the subject.
- c. Draw lines to connect them to each other and to the subject.
- d. Put minor ideas or details in smaller boxes or circles, and
- e. Use connecting lines to show how they relate as well.

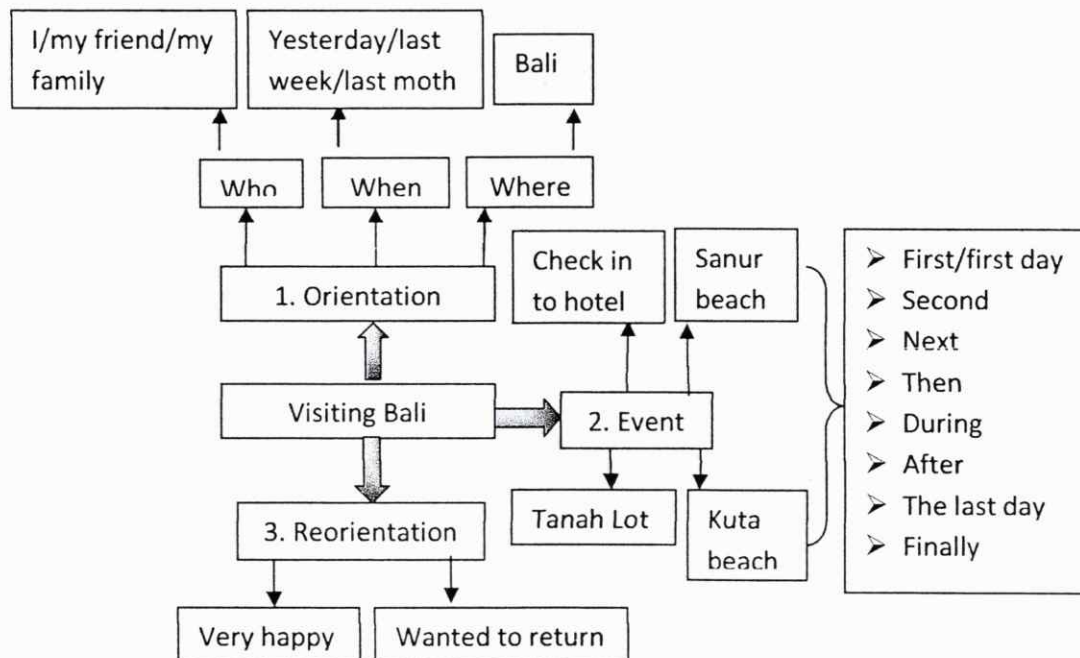
One thing to remember is that there is no right or wrong way of clustering. It is only a way to think on paper about how various ideas and details relate to one another.

There are some strengths of clustering, namely:

- a. It enables the students to generate the needed words in constructing a text especially in a recount text.
- b. It gives a bit fun for students
- c. It makes atmosphere of class more alive
- d. It makes students feel easy to construct a text

Below is an example of clustering.

#### Cluster of Visiting Bali



#### D. Teaching Writing

Writing is a step by step process which needs sufficient practice and time. In addition, the teacher, who is in charge of the course, should have a basic knowledge of the nature of writing in order that he/she will be able to help the EFL students. Thus, a writing course should be geared primarily to assist the EFL students develop their ability in communicating their thought and ideas in written form that can be understood by other people.

Writing is an enabling activity, used as an aide memoire or practice tool to help students practice and work with language they have been studying. Here, the language itself becomes the main focus of attention. Therefore, writing gives students more “thinking time”, and allows them more



opportunity for language processing – that is thinking about the language-whether they are involved in study or activation.<sup>34</sup>

Teaching of writing skills has been given to the students from the early stages in our country. It officially started in the first year of Junior High School, even it has been introduced to students at the Elementary Schools. Yet they still have a lot of difficulties in expressing ideas through a written language. That is why, during the teaching-learning process, a teacher should give more helps, practices and chances to the EFL students to explore and express their ideas. Formally, teaching writing course is focused on grammar or on an elaborate discussion of the theory of writing only. This condition makes the EFL students get sleepy and bored during the course.

Jeremy harmer suggests that teaching writing should be focus on the writing process and the written product. Writing process deals with the way we get students to plan, the way we encourage them to draft, reflect, and revise and the way we respond to our students' writing.<sup>35</sup> It is vital as process writing is a way of looking at what people do when they compose written text.

According to the 2004 Competency Based English Curriculum of Junior High School, the program of teaching and learning English as a foreign language aims to develop students' skills in listening, reading, speaking, and writing. The students are expected to achieve competencies in understanding oral and written texts and to be able to express their thoughts and ideas

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<sup>34</sup> Jeremy Harmer, *How To Teach English*, 112.

<sup>35</sup> *Ibid.* 11-12

whether in oral or written form, especially in the form of narrative, recount, descriptive and report.<sup>36</sup>

The statement above states that writing is one of the four important skills that should be mastered by SMP students since it encourages them to express their ideas, feelings, and thoughts on papers. Other reason for teaching writing to EFL students include reinforcement, language development, learning style, and most importantly, writing as a basic language skill.

Mukminatien states that writing in language classroom can be classified into four types, namely: 1) Writing down or notation that means imitating or copying. In writing activities, students are asked to copy words, phrases, sentences or paragraph. 2) Writing in the language or writing practice. The writing activity can be in the form of writing simple dialogues, uncomplicated translation, dictation, and clone procedure. 3) Translation that refers to transferring passages or sentences from the native to the target language. 4) Expressive writing is the expression of original ideas in the new (target) language.<sup>37</sup> It refers to the conveying of information or the expression of original ideas in a consecutive way be for practical purposes are writing instruction, reports, resume, concrete description, or essential correspondence connected with everyday affairs. The ultimate goal in creative expression is to

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<sup>36</sup> Depdiknas. *Standar Kompetensi dan Kompetensi Dasar Tingkat SMP, MTs, dan SMPLB Mata Pelajaran Bahasa Inggris*. (Jakarta: Depdikbud, 2006).

<sup>37</sup> Nur Mukminatien. *Teflin Journal*. (Yogyakarta: IKIP Yogyakarta, 1991), 130.

Dealing with the term, assessing writing relates to two aspects of both writing process and product. Gathering writing process can be done through observation of writing stages and monitoring it during focus lesson. However, to assess the written product we can use rubric. A rubric provides a framework for examining finished products. It is simply on a piece of a well-rounded assessment program.<sup>39</sup>

There are several advantages of rubric. Rubrics can support and enhance student learning, help students and teacher s clarify the purpose of a task or activity, clarify targets or goals, provide a focus for instruction, keep evaluation specific and measurable, provide guidelines for peer evaluation, provide guidelines for self evaluation and goal setting , and involve students in identifying the characteristic of quality writing.<sup>40</sup> The key for enhancing the appropriateness in usage is to use rubrics thoughtfully and sparingly as one piece of assessment program or as way to evaluate major projects. One of the beneficial aspects to developing scoring criteria is that it nudges to think more deeply about the assessment.

Then, there are two types of rubric: holistic and analytical. Both can be used to evaluate writing focus solely on written products.<sup>41</sup> Holistic rubrics are used to provide a single score for a finished product involving giving students a writing prompt then assigning papers one overall score on scale of 1-3, 1-4, 1-5, or 1-6. Some rubrics consist of four levels of proficiency:

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<sup>39</sup> Bonnie Campbell Hill, etc, *Classroom Based Assessment*, 86.

<sup>40</sup> *Ibid.* 87

<sup>41</sup> *Ibid.* 86

novice, apprentice, practitioner, and expert and its description that can be applied to rubrics in any content area. However, analytical rubrics rate specific aspects of a piece of writing, according to a predetermined set of standards. It includes four categories: organization, content, mechanics, and creativity and a scale along descriptors for each level of proficiency.<sup>42</sup> Therefore, it is important to balance the perspective with information about students' writing process and attitudes. In addition, it is vital to be as specific as possible so that students can clearly differentiate between levels of proficiency without defining the specific criteria; the rubric becomes subjective and loses its power.

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<sup>42</sup> Ibid.85