

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some related literature for this study. It discusses about the nature of writing, understanding recount text, teaching writing, and understanding the diary writing.

A. Nature of Writing

This sub-chapter discusses some relevant theories related to the nature of writing. In this discussion, three important points are presented. They are the definition of writing, the development of writing, the process of writing, and the purposes of writing.

1. Definition of Writing

Writing is one of important skills in learning English. It is also one of productive skill in learning English which is known very difficult to learn. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into some words. Some people believed that writing is the hardest skills because it requires many aspects of language. To produce a writing product, there must be a composition about organization, diction, language use, mechanics, and English rhetoric. To sum up, writing defines as an integrated skill that involves many language elements such as diction, grammar, spelling, punctuation, etc.

Ochima & Hogue (1997) state that writing is a discovery process that involves discovering ideas, how to organize them and what that you

want to put over to your order, so a lot of what a writer does as a writer does not actually appear on the page. It is a means of communication. Whenever the writer want to write, he has to knowing the audience or reader, it will help in reaching the the goal of communicating clearly and effectively. Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought.

A similar definition is also stated by Shaw (1986). He argues that writing is relatively new art form, or process, or means of communication about which little is known, errors in English and ways to correct them. It needs a teaching learning process that is not only concern on grammatical and rhetorical devices, but also conceptual and judgment elements. It points out that English language learner should pay attention in conveying their ideas or thought into a good writing arrangement.

Harmer (2007) points out that in order to make a successful writing, there must be both of coherent and cohesive aspects. Coherent means that it is a feeling of bounding text together in which the reader can follow the sequence or ideas or thoughts. While cohesive is a surface links between the clauses and sentences of a text in writing. It is a technical matter since writing deals with the various linguistic ways of connecting ideas across phrases and sentences, for example the use of pronoun and connector.

Based on the definitions above, it can be concluded that writing is a productive skill that produce ideas in written form with the combination of linguistic competence and communicative competence. In order to reach a communicative function, writing must be readable and easy to understand by the reader. Moreover, in mastering writing skill, there must be a teaching learning process which is learn about producing the correct English writing arrangement.

2. The Development of Writing

Writing is known as a process to produce a writing product to communicate with other and it develops by any features. Bitchener (as cited in Taqi, Rahima, Nowreyah, & Abdulmohsen, 2015: 76) states that in order to master writing, a writer needs to master all the features related to it including a rich vocabulary, knowledge of grammar and the mechanics of writing. According to Lombleet, there must be some number of aspects that have to be understood by the writer before start to write something, such as vocabulary, grammar, organization, and punctuation.

a. Vocabulary

Vocabulary is the first aspect that must be known and understood by the writer. The writer must enrich their vocabularies and memorized them in the brain. In order to get as much as vocabularies in English, the writer should learn to read any kinds of text and listen to native speaker of English as much as possible. Some

example of vocabularies we can find in form of noun (I, you, cat, mother, people, etc.), verb (watch, read, take, touch, etc.), adjective (beautiful, kind, hard, bad, tall, etc.) and so on.

b. Grammar

Grammar gives very important role in writing. A grammar is a description of the rules of the structure of language; the way words combine, the order they come in, the way they change according to their relationship to other words, how they build up into units like a sentence, etc. There are some examples of grammar contents, verb tenses, auxiliaries, passive voice, subjunctive mode, conjunction, pronouns, comparative, and superlative.

c. Organization

Organization in writing is how the writer's ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraph and sentences are written. The flow of sentences organization affects the interpretation of the readers.

d. Punctuation

Punctuation is the use of standard marks and signs in writing to separate words into sentences, clauses, and phrases in order to clarify the meaning. Some examples of punctuation are comma (,), colon (:), semicolon (;), full stop (.), quotation mark (“ “), etc.

3. The Process of Writing

Writing is a process of conveying ideas or thought into a written form. There are some basic steps in processing writing, as stated by some expertise. Harmer (as cited in Yulianti, 2014: 13) proposes that there are four basic writing steps, such as planning, drafting, revising, and editing. The first step is planning. Planning is thinking of what comes on the writers' mind and what they are going to write. Planning is in the form of ideas or thought of the writers. The second is drafting. In this stage, the writers are focused on the fluency of writing and not complied with grammatical accuracy. Writers can refer this as their first draft which may have several changes for further drafts. The next step is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their writing product on the basis of given feedback and make a common check to make sure that their writing can be readable and understandable by the readers. The last step is editing. This stage includes the writers edited or revised draft (text) and changes it into their final version text.

In conclusion, writing is a productive skill of turning out the ideas or thought into words in a piece of paper which faces several processes the writing process. The process of writing can be divides into four main stages, they are pre-writing, drafting, revising, editing

4. The Purposes of Writing

Generally, writing is used to express ideas, thoughts, or feelings to the readers in form of written text. Faye (1985) states the purposes of writing are to inform people by communicating factual material, to tell how, what and why, to evaluate, to judge, and to solve problem by asking and answering questions and finding solution.

Purpose of writing can be found in the types or kinds of writing. There are many kinds of writing and each kind of them has its own function, as a follow:

- a. Narrative : to entertain the reader and share stories.
- b. Descriptive: to provide information about a topic.
- c. Explanation: to explain how something came to be and why.
- d. Procedure : to tell the reader how to do or how to make something.
- e. Recount : to retell or recount a past experience, event, and/or lives of people either real or imaginary.
- f. Persuasive: to persuade someone to do, think, or believe something.

It can be concluded that all of writing has purposes and reasons to write. Writing is made based on the purpose and our necessity. The purpose of writing depends of the kinds of writing text that the writers choose because each kind of the kinds has its own function or purpose.

B. Understanding Recount Text

Recount text is a kind of genre text which tells readers what happened in the past. Based on Kathy and Mark (1997), they states that recount text is a

piece of text that retell past events, usually in order in which they happened. The purpose of recount text is to retell or recount a past experience, event, and/or people live in a description of what occurred and when it occurred. This kind of text begins by telling the reader about who was involved, what happened, where the event took place, and when it happened.

1. Generic Structure

The generic structure of recount text consists of three parts, namely orientation, events, and reorientation.

- a. Orientation: It gives readers background information of the story. It can be called as opening paragraph and it should be answers to some questions: who, what, where, when, and how.
- b. Events: It tells a series of events in a chronological order and describes what happened.
- c. Reorientation: It consists of conclusion, comments, summary, and evaluation about the topic of the story.

2. Language Features

The language features of recount text are introducing personal participant (I, my mother, etc.), using chronological connection (first, then, etc.), using linking verb (was, were, felt, saw, etc.), using action verb in the form of simple past tense (went, taught, read, cleaned, etc.).

C. Teaching Writing

Writing skill is a step by step process which needs sufficient practice and time. A great number of people agree that writing is a difficult task to do

because of its complexity. This skill is taught in high school so that the students can learn to express their ideas or feelings through writing sentences that are correct. Learning process in school also provide knowledge about how to arrange them into good paragraphs. Therefore, the students need to master grammar, vocabulary, organization, and mechanics to write a good text.

English has been regarded as a compulsory subject that is taught in the secondary level, such as in junior and senior high school. Based on *Depdiknas* (2006), as cited in Yulianti (2014: 17-18), the goal of English teaching in senior high school is to provide the students with knowledge and skills to make them able to communicate in English either in spoken or written language at the informational level. This means that students should be able to use the language to access and share information as a part of their learning either in spoken or written form. In order to achieve the goal, the English teacher should consider some relevant matters.

Teaching writing should be focus on the writing process and the writing product (Jeremy, 2007: p112). The teaching and learning process for senior high school students has to be designed to help them develop their writing strategies, so that they will be able to improve their writing skills. Furthermore, it also states that “one of the most important concerns of the secondary teachers is to keep self-esteem high by: (a) avoiding embarrassment of students at all costs, (b) affirming each person’s talents and strengths, (c) allowing mistakes and other errors to be accepted, (d)

deemphasizing competition between classmates, and (e) encouraging small-group work where risks can be taken more easily by a teen”. (Brown, 2001: 92)

D. Diary Writing

Diary is an unpublished handwriting text which is arranged by dates as the expression of personal feelings and daily activities. Based on Taqi, Rahima, Nowreya, & Abdulmohsen, (2015), the word ‘*diary*’ came from the Latin word ‘*diarium*’ where ‘*di-*’ means ‘*day*’ in modern English and the suffix ‘*arium*’ and its modern equivalent the suffix ‘*ary*’ stands for ‘*in connection with or pertaining to*’. Thus, a diary can be defined as a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one. Fitzpatrick (2005: 4) also gives definition that “a diary is a personal record of a writer’s life experience and is usually private.” Similarly, Hiemstra (2001) states that diary as a place of learning where learners record their thoughts, feelings and reactions to specific course activities.

Purpose of diary writing is stated from Aprilia, Jamilludin, & Abdul (2015: 2). They assume that “by writing a diary, the students can feel free to express their ideas, feelings, or anything happening in their life in written form. Besides, writing diary can improve students’ vocabulary and control their grammar and their mechanics of writing.” Furthermore, another role of diary in writing is as muscles a daily workout for the writers’ writing. (Massiello, 1986: 37)

Ngoh (as cited in Tuan, 2010:82) adds the benefit of diary writing that it also provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Harmer (2007) in Yulianti (2014: 20) states that there are some benefits of diary writing. The first is the value of reflection. Diary writing provides an opportunity for students to think about what they are learning and how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily activities, love story, or anything. The next benefit is improving writing skills. Diary writing contributes to the students' general improvement such as their fluency in writing. Their writing fluency will improve since they write regularly and become more familiar with writing.

According to the definition above, it can be concluded that writing a diary is a simple thing. It can be an effective way to develop and enhance a great understanding and help the students to share their experiences in everyday life routine through diary.