

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter provides explanation related theories used in this study, such as nature of writing, writing as a language skill, the process of writing, writing recount text, and concept mapping in writing recount text.

A. The Nature of Writing

Writing is an activity in which a person expresses his ideas, thought, expressions, and feelings which are used for communicating to the readers in the form of written words. Teaching refers to the actions of a real life instructor to impart learning to the student. Learning refers to learning with a view toward preparing learners with specific knowledge, skills, or abilities that can be applied immediately upon completion.⁷

Writing is a private activity since it only can be done an individual. Some people may be able to share ideas and put them into a piece of written text. However, when the idea expressed into a written form, it should be done by one person. Other people may be able to add make some correction; give comments, and feedback to make revision. On the other hand, in spite of the fact that is private, writing is also public since it is intended for other people as the readers. Therefore writing is done by an individual as a purpose to deliver something toward public in a written form. To conclude, prior to having a good writing, a

⁷www.wikipedia.com/education

writer should consider some essential elements of writing such as the language use, organization, and mechanical patterns. Besides, the purpose of writing and readers should be identified in other that the writer can recognize what kind of text will be written and the way of expressing the ideas.

On the other book it tells that writing as a process and product. Writing as a product is oriented to the development of writing favour classroom activities in which the learners is engaged in immitating, copying and transforming models of correct language. While as process, it is added a valuable new dimension to language classrooms. It has also attracted criticism.⁸

B. Writing as a Language Skill

Skill is an ability to do something in a good way.⁹ There are various skills in English. They are speaking, listening, writing, and reading. Those four skills are supported by some other competences such as vocabulary, grammar, structure, pronunciation, spelling, etc. Writing, one of the skills in English, is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes planing, drafting, editing and final drafting.

⁸David Nunan, *Teaching Language Methodology*, (UK: Prentice Hall International, 1991), 86

⁹AS Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press, 1984), 804.

There are many kinds of writing such as expository, narrative, descriptive, imaginative, recount and persuasive. Literature is a type of writing that includes poetry, novels, plays, and short stories. Writing is also a way of gaining control over your ideas and getting them down on paper.¹⁰

Writing has some goals in its implementing. Writers are independent when they are able to write without much assistance. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others. Writers are fluent when they are able to write smoothly and easily as well as understandably. And writers gain creativity when they can write their own ideas, not copying what has already been written.

C. Teaching of Writing

Teaching writing is transferring knowledge using many methods and steps. Teaching is also the work that a teacher does in helping students to learn. In teaching process the teacher helps the students what they are studying. The teacher has an important role in teaching learning process. The reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly writing as a skill in its own right. In this study the reason for teaching writing is focused on improving writing skill. Writing skill is basic English as speaking, reading and listening. Students need to know how to write. Start from a simple way to replay a letter, to make advertisement, to write story, poem, and also to write in electronic media.

¹⁰Joy Wingsky and team, *Writing Paragraph and Essay*, (California: Wadsworth Publishing Company, 1992), 1.

The students also need to know some of writing's special conventions (punctuation, paragraph construction, etc). This is the teacher's job to give their students the writing skill. Like many other of aspects of English language teaching, the type of writing to teach is depend on the students age, interest and also level.

Teaching writing needs some practices. The teacher should choose an interesting method to make students do not feel bored to write. Study in a group is one of the method that helps the teacher to make an interesting teaching learning process. In a group, students can explore their experiment freely. The students also more confident when they share with their friends. The students can get more idea when they in a group.

D. The Process of Writing

To make a good writing, the writer must understand the writing process. Because it is important to be implemented so that when the students do writing, they get a way to solve the problem in writing. Hammer mentions the five steps of the writing process, they are: planning, drafting, editing, and final draft.¹¹

1. Planning

The first step is planning. Before starting to write or type, writers try and decide what it is they are going to say. They are able to generate their ideas, they know how the goal is, and what they need. When planning writers

¹¹ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2001), P 4-6

have to think three main issues. The first is about the place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. The second is about the experienced that writers think of the audience they are writing for, since this will give the influence not only the shape of the writing but also it can influence on the choice of the language, as like formal or informal in tone. The third issue is that writers have to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have indicated to include.

2. Drafting

The second step is drafting. Drafting is the writer's effort in arranging the outline, plot and things mentioned in her/his writing. Making an outline consists of deciding the main topic and supported idea. This step will help the writer to make a good paragraph, because this is small draft to make good story.

3. Editing

The third step is editing. Writers have to produce a draft then, usually read through what they have written to see where it works and where it does not. The writing process is the main activity in writing processes. The writer mixes all ideas of his/ her writing in a composition. Writer can divide it based on the outline they made. Supporting sentences can also be added to explain their ideas more. They need to consider

some elements in this process. They need to add unity and coherence besides supporting sentences. This process will be end if the writer feels that her/his writing is complete enough. But, the writer can also revise or edit it in order to make the composition better and easy to read. Editing is a way to edit the composition. This process can be done by the writer by herself/himself or it can be done by someone else. It will be better if the writer asks someone else to edit it. Editing also means evaluating the writing. The writer can get comment from another people that have read the composition.

4. Final draft

The last step is about final draft, recopy the writer paper. Be sure to include all the writer corrections. Write neatly and legibly-a carelessly scribbled paper seems to say that the writer does not care about the writer work. When the writer finishes, proofreads for grammar and spelling. If the writer is unsure about spelling, check a dictionary. Pointing to each word as she reads it will help him/her catch errors and work she/he has omitted. Make neat correction in pain.

E. Writing Recount Text

Recount text is a text which tells the readers about past experience¹².

Recount is a text that contains retelling events that happened in the past. This

¹²Firkaindi, aladhim, *Handbook Inter Language Senior High School*, (JP Book company,2011), p 14

usually uses the past tense and past continuous tense in its content and its sequence of events told. Recount is a kind of writing of genre which is learned in the first year of junior high school. Recount is the text which usually uses the past verb.

The purpose of the text is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

The generic structure is the orientation, series of events, and re-orientation. The orientation is a part of recount text that tells the introduction of the interesting event being told. The series of event is the sequence of things that happen from the beginning until the end. Lastly, a re-orientation is the feeling and impression after doing the events.

Beside the generic structure or rhetorical features of a recount text, there are also the language features which are usually found in a recount text, they are: using past tense to retell the event, using nouns and pronouns, using adverbs to show the setting of time and place, using verbs or adjectives that express feeling, word that show the order of events or connectors (for example, first, next, then, etc)¹³

There are three types of recount text. The first is personal recount. Personal recount usually retell an event that the writer was personally involved in. The second is factual Recount. Factual recount is recording an incident, eg. a

¹³ Ibid, p 14

science experiment, police report. The third is imaginative recount. Imaginative recount is an writing imaginary role and giving details of events, eg. a day in the life of pirate; How I invented.

F. Concept Mapping

Concept mapping is an activity in which the students are doing before writing paragraph to express their ideas into the written form by making draft to make easy in paragraph. It will help the student to make student easy to write in paragraph and make the sentence coherence in each other. The writer can divide how to construct the concept map. Students can construct their brain related to memory. It means that students memorize the topic in learning by constructing concept map. It can be called as brainstorming phase.

Concept mapping can be a technique that allows students to understand the relationships between ideas by creating a visual map of the connections. Concept map can make students to connect their ideas in studying. Besides that, students get easily to organize in arrangement of knowledge especially in English language teaching and learning. Moreover it can organize students' ideas to absorb and adapt the information that will be organized in learning as new information.¹⁴

¹⁴ Carol Johnston, *Concept Mapping*, The University of Melbourne, p. 1