

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some basic theories which underlined in this research.

This chapter presents writing, teaching writing, recount text, and concept map.

#### **A. Writing**

In this part, the researcher will discuss about the definition of writing, nature of writing, writing process.

##### **1. The Nature of Writing**

Writing is one form of communication one person indirectly with other people. Hedge, 2003, mentioned writing is about expressing ideas that cannot be expressed by a writer that can be expressed by a speaker, such as body movements, body movements, facial expressions, tone and tone of voice, pressure and hesitation. Writing is a progressive activity; meaning that when you start writing, you have already thought about what you want to say and how to say it (Oshima et al., 2007).

In the communication context writing is another form of speaking to express or reveal someone's mind. Writing is a form of indirect communication where the writer brings their idea or information through text (Al-Saher, 2014). To acquire this skill, students need to get sufficient writing practices. The practices stimulate students' skill in writing and expressing thoughts in a good passage. Expressing the ideas in the written form is not easy for most people. Raimes 1983, states that some functions of writing include communicating with an audience, expressing ideas without the pressure of a face-to-face communication, exploring a topic, documenting an experience, and becoming aware of the conventions of

written English discourse (a text). Therefore, writing is highly beneficial in our lives as it enables us to communicate and share ideas with others.

Mason 1999, state that “to write is to do many things at once”. This is because the writing process has a correlation between writing activities and other linguistic aspects. In the process of writing, students usually need to explore ideas by reading articles or books and discussing with friends while practicing speaking and reading simultaneously. In other words, reading is closely related to the process of writing (Adam et al., 2021). According to Spratt et al., (2005) stated that one of the language skills is writing so writing is one of the skills that English language learners have to master.. Burroway and Weinberg, (2003) who agree with Spratt et al., (2005) they stated that writing is a solitary struggle, a productive skill that each English language learner must learn to produce independently.

Writing and speaking are productive abilities, which implies they require generating language rather than only receiving it (Spratt et al., 2005). Students are anticipated to be able to create texts or messages to communicate with others by mastering writing abilities. Writing requires specialized skills because it is an outcome of written language. Furthermore, writing is a series of activities that involved several phases, preparatory phase, content development, review, as well as revision (Jonah, 2006).

Students are required to be able to create texts or messages through writing in order to communicate with others. It's crucial to realize that writing is a social activity as well as a personal endeavor. According to (Hamp-Lyons, 2003), writing is defined as an action that occurs in a context, accomplishes a certain objective,

and is tailored suitably for the target audience. Writing therefore involves engaging in social interaction as well as the production of texts. Writing is the process of arranging ideas to produce written texts in order to realize creativity by using language skills (Jonah, 2006).

## 2. Process of Writing

Williams (2003) as cited in Abas & Abd Aziz, (2016) cited there are eight stages in the writing process. Prewriting, planning, drafting, pausing, reading, revising, editing, and publishing are the steps in this process. Both the cyclical structure of the writing process and many tasks linked to effective writing are included in each process.

**Table 2. 1 Writing Process by Williams 2003**

<b>Process</b>	<b>Definition</b>	<b>Description</b>
<b>Pre-writing</b>	Generating the idea, strategies and information	This stage consists of outlining, free writing, discussion, journaling, talk-writing.
<b>Planning</b>	Reflecting the material produced during pre-writing stage	Planning consists of considering writers' purpose, the aim of text. Planning also involves selecting support for the writer's claim and blocking out at least a rough organizational structure.
<b>Drafting</b>	Producing words that match (more/less) the initial plan for the work.	Drafting can be occurred over time. A good writer seldom tries to produce entire text in one sitting or even one day.
<b>Pausing</b>	Reflecting what they have produce and how it matches with plan	Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider how well the text matches the plan, how well it is meeting audience needs and overall organization

<b>Reading</b>	The stage when the writer/student read what they have written and compare it with the plan	Reading and writing are interrelated activities. Good readers are good writers, and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.
<b>Revising</b>	Re-seeing the text with the goal of making large scale changes so the text match with the plan	Revising happens after the draft finish. This stage includes making changes that enhance the match between plan and draft.
<b>Editing</b>	Correcting the sentence, punctuation, grammar, spelling arrangement etc.	Editing happen after revision of the work. The aims is to give paper a good appearance.
<b>Publishing</b>	Sharing the final product of wiring to the audience	The stage when your draft fully done and delivered to the audience.

Harmer (2004), defines writing process as the stages where the writer goes through in order to produce something in written form. The process may be affected by the content of writing, and the medium. Moreover, Harmer divides the process into four main stages as follows:

a. Planning

This stage occurs before a writer has started to write; the writer usually plans what they are going to write, and how the story is going. When writers plan they think about three main issues. First, they need to consider the purpose of the text; not just the form of the text, but language style, and the information they choose to include. Second, writers need to think about their audience. The choice of audience has an effect on their product. Third, the writer needs to think about the content structure of the text, meaning installing how the

writer will state the facts, ideas, or arguments they decided on in the previous stage.

b. Drafting

Drafting is the stage where the writer makes their idea into a product. As the process of writing drafting and editing can be done together on the way the final product.

c. Editing (reflecting and revising)

In this stage, writer usually doing reading through the product to see where it works and does not change the ambiguous word, sentence, or paragraph. Reflecting and revising can be helped by editor or readers.

d. Final version

When the writers have edited their product, making change to the part that need to change, they can produce the final product. The writer can distribute the final product to the audience.

## **B. Teaching English at Junior High School**

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students (Munna & Kalam, 2021). It is the combination of different parts of the process in which a teacher sets the learning goals, creates teaching materials, and carries out the teaching and learning plan (Munna & Kalam, 2021). The teacher plays a crucial role in the realm of education because they are the ones who impart knowledge to and with their students (Ly, 2024). In learning activities, there is a communication mechanism that allows educators to deliver messages to learners (Evitarani et al., 2022).

Teaching English as a foreign language is a challenging task in developing country (Akbari, 2015). Teaching English to non-native speakers is a difficult task for teachers (Shavkidinova, 2022). The success of a second language or foreign language is reportedly influenced by a number of elements, including teachers, students, the environment, materials, etc (Khasinah, 2014). Demir (2017) as cited in (Hasanah and Utami (2020) finds three main challenges of English teachers when teaching English as a foreign language: student-related, teacher-related, and institutional difficulties. The student-related problem appears because the material is not in the local language and not relevant with course book. This statement came from students who said that English is difficult. Teacher related the most challenging problem is managing the classroom. Some teachers say that because the students are lack of motivation, the teacher cannot teach the lesson as their planning. Whereas, the institutional-related refers to classroom size and technological support provided by the school.

Another argument stated by Kani Botan Xayat and Kani Muhamadamin, (2021) the challenges in teaching English are come from two perspective, teacher and teaching-learning environment. Teacher has lack of experience and tends to concentrate in teaching grammar only, so it leads to deviation from the main goal of learning English which is communication. Kani Botan Xayat and Kani Muhamadamin, (2021) added that lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English labs also the challenges in teaching English. Hasanah and Utami, (2020) stated that there are three main problems that make it hard to teach English. These are learning materials

that don't meet students' needs, classrooms and schools that are too big, and students who aren't motivated to learn.

### **C. Teaching Writing**

Most of the world's language learners study English to develop proficiency in writing. One of the abilities in English is writing. According to (Spratt et al., 2005), speaking and writing are both useful skills. It entails communicating with people using written language. Language learners need to understand the tiny components of abilities, also known as micro-writing skills, in order to teach writing. The teacher also aids pupils in understanding the parts of language that make up the total. Students must therefore be taught the specifics of how to communicate and negotiate linguistic meaning (Brown, 2006).

Furthermore, Harmer (2004) said there are two approaches in teaching writing, those that focused on the writing product and focused on writing itself. However, the majority of high school English students believe that learning to write in English is one of the most challenging abilities to master. They frequently lack motivation and laziness when learning languages.

In teaching writing, teacher acts as a students' guide to produce text by providing them kind of strategies in writing. Those strategies can be gained through setting pre-writing activities such as brainstorming, listing, clustering, etc (Celce-Murcia, 2001). Mastering the art of writing is unquestionably the most challenging task. The difficulty that students have while writing is not just in coming up with and organizing ideas, but also in turning those ideas into legible text (Richards & Renandya, 2002).

#### **D. Problems in Teaching Writing**

The aim of teaching English writing, according to Depdiknas (2006), as cited in (Adam et al., 2021) is to enable students to convey meaning in interpersonal and transactional discourse through text genres like recount, descriptive, etc., in the context of daily life. Teachers today struggle to inspire their students, according to (Moses & Mohamad, 2019). The students' lack of interest in learning to write is not due to their mischievous behaviour. Another difficulty teachers have when teaching writing is dealing with students of varying skill levels. Lack of parental support will make it difficult for teachers to assist the students. Teachers also struggle with a lack of professional experience.

Misbah et al., (2017) said there are some challenges in teaching writing. First, lack of English vocabulary makes students struggle to learn English. Students have difficulty learning the four language skills listening, speaking, reading and writing because of their low English vocabulary. Second, the influence of the first language becomes students' difficulties to learn English. This is caused by the difference grammatical structures, syntactical and morphological difference between first language and English. Third, socio economic status of the family. Students who come from the families with low money incomes affect the family's capacity to pay education demand.

An additional assertion made by Mamarajabova (2023) lack of vocabulary, poor grammar, poor spelling, students' readiness, and limited exposure to books and reading materials are some of the difficulties that EFL students encounter. The presence of linguistic disparities among students may be attributed to varying



degrees of proficiency in formal English, which poses a significant obstacle that necessitates the implementation of focused language development initiatives (Guliyeva, 2024).

### **E. Recount Text**

Recount texts, as defined by (Knapp & Watkins, 2005), are texts that inform the reader of what has been accomplished. In other words, a text that recounts past experiences or occurrences is referred to be a text. Additionally, it is used to entertain and enlighten listeners or readers (Fitria, 2024). Recount text writing is the act of documenting and writing about historical events. It uses a variety of conjunctions, sequence markers, and time and place arrangements to report chronologically.

The most basic type of text is a recount; it is formally a sequential text that focuses on more than the order of events (Knapp & Watkins, 2005). No matter how straightforward the story, it requires an orientation. Even though many postmodern narratives flirt with this norm, it is actually impossible to write a story without characters who are placed at a specific place and time (Husna & Multazim, 2019). Recount texts are texts that are written in the past tense because they describe past occurrences, according to prior academics' definitions. Recount texts also share the experiences, exploits, and daily activities of the author with readers or listeners.

Boardman 2009, stated students must be familiar with the text's linguistic aspects prior to begin to produce recount texts. The linguistic elements that are commonly found in recount texts include the use of nouns and pronouns to identify the people or things involved, past verbs to refer to events, the past tense to locate

events in relation to the speaker's or researcher's time, conjunctions and time connectors to order events, adverbs and adverbial phrases to indicate place and time, and adjectives to describe nouns (Boardman, 2008).

By concentrating on the general framework of the recount text stated earlier, students can express themselves about their experiences or the subject of the text when writing recount text (Knapp & Watkins, 2005). Students must also focus on five writing elements (i.e. content, organization, vocabulary, language, and mechanics) because they will be graded on them at the conclusion of the recount writing process.

In the recount text, students are required to build an organized or structured text that is strung together to tell the events of the past. In other words, students use writing as a way of communicating experiences to others by describing events in chronological order. Recounts are written on a person's own experiences and are presented sequentially (Sariah et.al, 2018).

The structure of a recount text typically begins with an orientation that provides background information to assist the reader in comprehending the narrative. The first paragraph often includes an explanation of who, when, where, and why. Important events, often listed in chronological order from the first to the last, are then mentioned. There are several evaluative or concluding comments in this text that may just be about prior events (Sariah et al., 2018). According to Lancashire Council (2008) as cited in Husna and Multazim, (2019) a recount text has several generic structure consists of orientation, events and reorientation. The explanations of them are explained below:

a. Orientation

In orientation, the writer telling the reader who was involved, what happened, the location, and the time when the even happened.

b. Event

Event is the main activities that occurred in the story. In recount text. Event explained in a chronological sequence. Sometimes writer added additional detail to give information to the readers

c. Re-orientation

Re-orientation is closing statement that includes elaboration. Some recount text also has a concluding paragraph where the writer could give personal comment or statement.

The language features in recount text is use nouns and pronouns to identify people, animal or something, using past action verbs refers to the events, use of simple past tense to located events in relation to experiences time, use conjunctions and time connectives to make sequential the event, use of adverb and adverbial phrases to indicate place and time, and use of adjective to describe nouns (Saragih et al., 2014).

## **F. Concept Map**

A visual representation of information and details is a concept map. The Cornell University team led by American professor and science researcher Joseph D. Novak created concept map in the 1970s (Novak & Cañas, 2007). Concept maps are visual tools designed to organize and illustrate the relationships between concepts, marked by a connecting line that links two concepts together. Words on

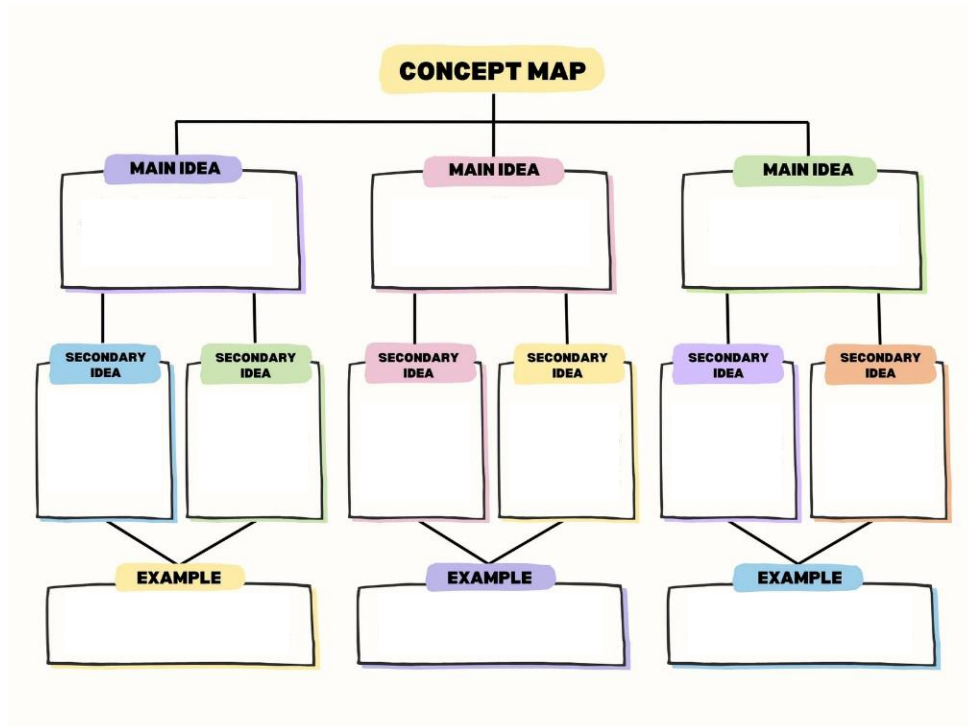
the line, also known as linking words or linking phrases, clarify the connection between the two ideas. Ideas and statements are often arranged in a hierarchy, starting from the broadest and most inclusive to the narrowest and most specific (Novak & Cañas, 2007).

Concept maps can also be used to analyze information and compare and contrast it. The ideas and related relationships are clearly shown in the concept maps. This strategy of using concept maps not only works for school students but also helps adults in the workplace to understand different topics and relationships. As mentioned by (Shakoori et al., 2017), with the assistance of maps, writers can examine what ideas are missing or irrelevant in their writings themselves. Therefore, they could organize their ideas in the form of maps before writing a piece of text.

Concept map is a combination of images, colors, and visual-spatial arrangements that are proven to significantly improve information retention. Strategies involve and enable students and in the learning process (Novak & Cañas, 2007). This method impresses students because they not only listen to their teacher but also keep them active. Concept maps are more compact than typical notes, frequently taking up only one side of the paper. This allows you to easily establish associations and produce new ideas. If you discover additional information after creating a mind map, you can quickly integrate it with minimal disruption (Sariah et al, 2018).

. Using concept map encourages students' curiosity and creativity in learning. The example of concept map below:

**Figure 2. 1 Example of Concept Map**



### G. Teaching Writing Using Concept Map

According to (Croasdell et al., 2003) among the various approaches used to generate concept maps, the simplest and most straightforward is to accomplish the following:

1. Identify the topic or domain of interest to model.
2. Write the phrase (idea) in the centre of a sheet of paper.
3. Write down related concepts to the initial one near the beginning of the term.
4. Connect related concepts using lines.
5. Add new concepts and relationship lines to the map as it grows.

Keep in mind there is no minimum or maximum size to a concept map – the size will depend on the understanding of the topic and the concepts the subject relates to the initial term.:

Step 1: Introduce the definition, goals, and use of concept map to the students. Tell the students this technique will help them in generating and building when they start to write.

Step 2: Leading the students to generate ideas in form of concept map in their note book as a model. Put the topic in the center top using box or other shapes to make their concept map interesting, put the key word on the boxes that related to the topic that given and using the arrow or lines to connect and organize the concept map. The students free to organize their ideas as long as it is related to the topic given.

Step 3: Ask the students to write the draft based on the concept map that they have been made on the note book. After that, ask the students to make the whole text base on the draft that they have been made.

Step 4: Evaluate the students' product to know the effect and the problems of students writing skill before and after using concept map

## **H. Previous Study**

Based on the results of literature review the author found the result of research that have similarities with the research that the researcher did, but have differences in the substance of their contents. The first previous study is conducted by (Maloho, 2017). The purpose of the research is to find out model of concept map improve the student's writing ability. The result of the study indicates improvement the students can understand and write a large number of words with understandable paragraph and had a good content organization. The improvement shown by mean in each cycle. The students' mean score in Cycle 1

was 59.69, whereas their mean score in Cycle 2 was 69.85. This indicates that there was a change from Cycle 1 to Cycle 2, and it satisfied the first success criterion. In terms of how many students actively participated, there were 70% and 30% of students in first Cycle writing activities, particularly when it came to developing and arranging ideas, compared to 80% and 20% of students in second Cycle. It indicates that it was effective. The study's findings show that the eighth graders' writing skills were enhanced by the concept map technique. (Maloho, 2017).

The second study is conducted by (Sariah et al., 2018). The researchers behind the second study are Sariyah et al. (2018). The goal of the study is to use concept maps and quantum learning to enhance students' ability to write recount texts. This study discovered that employing the quantum learning model along with the concept map technique to teach English recount text writing abilities had a beneficial effect. This was proven from the observations made by researchers and collaborators. In general, learners participated actively in the learning process in the classroom.

Third, research conducted Riani, Sudarsono, and Bunau (2019) conducted a pre-experimental study to evaluate the effectiveness of using concept maps as graphic organizers in teaching descriptive writing to eighth-grade students at SMP Negeri 7 Sungai Raya, Indonesia. The researchers employed a one-group pre-test and post-test design involving 28 students. The intervention consisted of two treatment sessions where students used concept maps to plan and structure their writing collaboratively. Results showed a significant increase in mean writing

scores from the pre-test (49.07) to the post-test (67.86). A t-test yielded a value of 17.56, surpassing the critical value of 2.052 ( $\alpha = 0.05$ ), and the effect size was calculated at 3.34, indicating a very strong impact. The study concluded that concept mapping significantly improves students' ability to organize and express ideas in descriptive texts. The authors recommend integrating concept maps into writing instruction to enhance student engagement and performance.