

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some relevant theories that related with the research. It includes the definition of writing, the process of writing, teaching writing, problems in writing, recount text, and clustering technique.

2.1 The Definition of Writing

Writing is one way to explore the ideas in mind. We can write effectively as long as we practice to write frequently. As a students, writing is one of the skill that the students should be mastered. Writing is complicated skill. Because writing should be able to organize ideas or thoughts that applied in writing. Although writing is a basic skill, but it is considered as a difficult skill (Javed, Juan & Nazli, 2013). But even though it is a difficult skill, it can be learned and developed.

According to Tarigan (1994:3) writing can be used as a communication indirectly. Because people can express what they are feeling through writing without meeting face to face. There are many steps in producing writing that the writers must do. Those are imagine, organize, draft, edit, read, and reread (Faisal & Krisna, 2013). Good writing is able to convey a message to the reader. Besides that, good writing is able to make the reader interested in the material that presented in the writing.

2.2 The Process of Writing

Good writing should go through several stages in writing process. The process of writing involves the development of the level in writing. In every level of writing process, each writer to the other writer can be different in doing the activities. There are eight models in the process of writing proposed by Williams (2003). Those are pre-writing, planning, drafting, pausing, reading, revising, editing, and publishing.

Pre-writing is done before writing. The activities in pre-writing such as outlining, discussing, free writing, talk-writing, etc. The purpose of pre-writing is to create the ideas and the strategies in writing (Williams, 2003). In the classroom, the teacher asks the students to discuss with their friend with the topic that has given by the teacher by using brainstorming to generate the ideas (Maysuroh, Maryadi & Supiani, 2017). In generating the ideas, the students must connect the topic with the students' previous knowledge.

The writer goes through the higher level after doing pre-writing, that is planning. In the planning, it explains the tendency of the writer. In this part also involves the aim of the writing by reflecting the material that has discussed in prewriting (Williams, 2003). After the students get the ideas, they will write down the main ideas which later can be developed. In the drafting, the teacher gives a chance to the students to write that concern with the ideas or topic (Miftah, 2015).

Williams (2003) states that pausing is an activity where the writer pauses to write and reflect on the results of the activities that have been carried out. It is also concerned with reading activity. In pausing stage, the writer measures the

level of success. The level of success can be seen whether the text of writing matches with plan or not, and whether fulfill the audience needed or not.

In the reading stage, it involves with pausing stage. Because when the students stop to write and doing reflecting, the students start to read the text of writing. Besides that, the students also compare their writing with their plan (Williams, 2003). The next stage is revising. Revising happens after the students finished with their first draft. It means that the students giving change in their draft to make sense between text and plan. Sometimes, the students need their friends' suggestion to revise the text to improve the writing. According to Kendall & Khuon (2006) in teaching writing about revision, the teacher can use small-group lessons. Besides that, the teacher can apply revision checklist. By using revision checklist, the students are expected to have worked with their friends before asking to the teacher.

The next stage is editing. The students are expected to give perfect appearance and to make sure their writing is clear by doing editing. The students correct their grammatical errors, punctuation, spelling, and capitalization in their writing. Furthermore, the students should make their writing logical coherence between sentences with paragraphs (Bayat, 2014).

The last stage is publishing. The students can share their final writing to their friends or to the teacher. The teacher can asks their students to come forward in front of the class and read the result of writing (Miftah, 2015). It is very important for the students, because they have a chance to share their result with the real audience.

2.3 Teaching Writing

Teaching is an activity in delivering knowledge. Teaching writing effectively makes the students understand easily and fun in following the class. Before teaching, it is better for the teacher to prepare the material well. If the teacher is ready with the material, he/she will able to deliver the material to the students effectively.

In teaching writing, the teacher should have learning objectives. Learning objectives can be reached in many factors. One of them is the learning strategy that the teacher used (Indrilla & Ciptaningrum, 2018). By using effective strategy in teaching writing, the students can easily understand with the material. In the contrary, if the teacher does not use varied and not interesting strategy the students feel bored and difficult to understand (Miftah, 2015).

2.4 Problems in Writing

Writing is a challenge for some people who wants to learn deeply about writing. But sometimes, it can be the problems for some other people. Based on the Novariana, Sumardi & Tarjana (2018) there are two types of problems in writing. Those are internal problems and external problems. For the internal problems in writing, it involves grammatical problems, problems of word choice, cognitive problems, and capitalization problems. In external problems, it involves lack of knowledge in writing, lack of motivation, inadequate time, lack of practice, and teachers' feedback.

Furthermore in writing problems, the students also get difficulty in structuring the paragraph and developing the topic or idea (Alfaki, 2015). The function of the teacher in solving the students' problems in writing is very important. Because the teacher takes a big role in a classroom. Besides that, the teacher must use the effective strategy in teaching writing to make the students easy in understanding the material of writing.

2.5 Recount Text

There are many types of text in writing. One of them is recount text. According to Hendrawaty & Ambarwati (2017: 353) recount text is document series of events and evaluate their significance in someway. Recount text involves the detail of what happened, when the event happened, who was involved, where the event occurred, and how the event took place. In the recount text should include those details.

In the recount text there is also generic structure. The first is orientation. It introduces the participants, place and time. The second is events. It describes series of event that happened in the past. And the last is re-orientation. It is optional, because it states personal comment as the conclusion. The purpose of recount text is to retell past event in chronological order. The writers may write not only about historical event in factual, but they can also write based on their personal experience. Recount text using simple past tense, that is almost same with narrative text in structure and grammar aspect. By writing recount text, it helps the writer to imagine what an experience was like.

2.6 Clustering Technique

There are many techniques that the teacher can use in teaching writing. One of them is clustering technique. Clustering technique is a part of pre-writing stage. Before starting to write, clustering technique can be used as a brainstorming activity. Sari & Wahyuni (2018) states that using clustering technique can stimulate right brain and makes the students easy to explore their ideas. Clustering also involves with picture of diagram.

There are many steps in clustering technique. The first is writing down the topic in a word or phrase by giving circle in the center of paper. After that, it is relating the topic with other thing that suitable and has relation with the topic by using lines (Baroudy, 2008). Then, it is mapping to find new associations about the topic and to see the relationship of ideas. And the last, writing the paragraph based on clustering technique. In clustering technique, it uses keywords in connecting the ideas.

