

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents several theories underlying this study. They are the definition of writing, the process of writing, the purpose of writing, the teaching writing, the recount text, and the Four-Square writing method.

#### A. The Definition of Writing

Writing is a discovery process that involves of discovering many ideas.

Writing is about producing the idea into the written form. It means that writing is an activity to express ideas, and it can be a device to share some issues, events, feeling or thinking to the others through written form. Margaret stated writing is functional communication, making learners possible to create imagined worlds of their own design.<sup>11</sup> Therefore, writing can be stated as a device to share our thought to everyone in the writing form.

Writing overcame such problems and allowed communication across the miles and through the years and centuries. Writing is speaking to others on paper or on a computer screen. Writing is part of a talent, but it is mostly a skill, and like a skill, it improves with practice.<sup>12</sup> Therefore, in order to have a good writing skill, it must be through several practices.

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<sup>11</sup> Margaret Bonner, *Step into Writing, A Basic Writing Text*, (New York: Addison-Wesley Publishing Company), p.3.

<sup>12</sup> Alan Meyers, *Gateway Academic Writing Effective Sentences, Paragraph, and Essays*, ( New York Pearson Education, Inc 2005) p. 2

The purpose of writing is to give some information, express thought, feeling, ideas, and experiences by writing it down, etc to convey a specific purpose. The purpose of writing is to give some information.<sup>13</sup>

## B. The Process of Writing

Writing as one of productive skill that needs a process. Harmer states that the writing process is the stages that a writers goes through in order to produce something (a written text) before to be a final draft. Writing is a process that involves several steps. Jeremy Harmer states that there are four steps in writing process. They are planning, drafting, editing, and final draft.<sup>14</sup>

### 1. Planning

Pre-writing is the thinking, talking, reading and writing about the topic before writing a first draft. At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and content structure.<sup>15</sup> The point of writing will pressure not only the type of text that the writer wants to create, the language that the writer uses, but also the information the writer chooses to include. Second, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Third, the writer has to consider the content structure. It means that how the writer sequence the fact, ideas or argument. This stage is often called by pre-writing process.

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<sup>13</sup> Ibid. p.4

<sup>14</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2001), p.4-6

<sup>15</sup> Ibid. p. 5

## 2. Drafting

Drafting is the first version of a piece of writing. The writer is able to choose the main idea of each paragraphs, and think about what will the writer writes in his or her writing.

## 3. Editing

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised, because writing is a continuous process of discovery. Therefore, it needs to edit or revise. Editing is about observe the writing before it is printed. It can be done by re-reading and correcting the sentences. Editing or relecting and revising are often helped by other readers or editors who comment and make suggestions. It will help the writer to make appropriate version.

## 4. Final draft

Final draft is about the final writing after getting several previous steps of writing. It can be different from the first draft and plan, because it has edited.

## **C. The Purpose of Writing**

When person writers something, he or she has purpose for writing, the purpose will most often be to explain, to entertain and journalistic writing. According to Betty, there are three purposes of writing that describe the kinds

of students writing, those are informative writing, expressive writing, and persuasive writing.<sup>16</sup>

First is informative writing. Informative writing helps writers integrate new ideas and examine existing knowledge. Therefore, writers can share knowledge and give informations, directions, or ideas. Example of informative writing includes describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas or relationship. Second is expressive or narrative writing. It is a personal or imaginative expression in which the writer produces story or essays. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

The last is persuasive writing. In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues. The writers have to decide what the primary purpose, before writing something. They have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize develop that information.

#### **D. The Teaching Writing**

Teaching is giving guidance and facilitation to the learners, so they can learn well. Teaching is about giving the learners a new knowledge they have

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<sup>16</sup> Betty Mattix Dietsch, *Reasoning & Writing Well*, (New York: Marion Technical College, 2005), p.7



not known yet. Therefore, the teacher's duty is giving them an understanding about something. Writing is one of the English skill that must be taught to the learners (EFL). Writing is productive skill that is more complicated that it seems to be the hardest of four skills, even for native speakers of a language, since it does not only involves a graphic representation of speech, but also the development and representation of thoughts in a structure way.<sup>17</sup>

Nunan states that there are principles in teaching writing that should be considered by the English teacher,<sup>18</sup> they are:

1. Understanding the students' reason for writing.

Understanding the students' goal can make them interest in studying, especially in studying writing and producing it into written form. Therefore, as the teacher should be understand and match with the students in order to do the teaching learning activity run well.

2. Providing many opportunities for students to write.

Writing is productive skill that will improve by many practices.

Therefore, the teacher should provide students with different types of writing as well.

3. Making feedback helpful and meaningful.

The students crave feedback in their writing. If the teacher write comment on student' papers, make sure they understand the vocabulary or symbols the teacher use. Take time to discuss it in the class. The feedback is able to make the students know the correct one about their writing.

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<sup>17</sup> David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall International ltd, 1999), p. 4.

<sup>18</sup> Ibid, p. 92-95

4. Clarifying for teachers and students, how students' writing will be evaluated.

Sometimes the students think that the evaluation of their writing is completely objective. So that, they often to ask the teacher about their writing score. In order to avoid the bad comments from the students, the teacher can show the guiding score to the students.

## **E. 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>19</sup> Meanwhile Hyland states that recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.<sup>20</sup> According to Hyland, the generic structure of Recount text is orientation, series of event, and re-orientation.<sup>21</sup>

Boardman states that the steps for constructing of written recount text are:<sup>22</sup>

1. The first paragraph gives background information about who, what, where and when. It is called on orientation.
2. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

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<sup>19</sup> Anderson Kathy and mark Anderson. Text Type in English, (South Yara: Macmillan Education Australia PTY LTD, 1997), p. 16.

<sup>20</sup> Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

<sup>21</sup> Ibid. p. 135

<sup>22</sup> Boardman A. Cynthia, *Writing to communicate* (New York: Pearson Education, 2008), p. 287

3. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
4. A reorientation which “rounds off” the sequences of events or retell about what happened in the end.

The language features usually found in a recount are:<sup>23</sup>

1. Use of nouns and pronouns to identify people, animals or things involved.
2. Use of past action verbs to refer the events.
3. Use of past tense to located events in relation to speaker's or researcher's time.
4. Use conjunctions and time connectives to sequence the event.
5. Use of adverb and adverbial phrases to indicate place and time.
6. Use of adjectives to describe nouns.

## F. The Four-Square Writing Method

Binti Rofiah took in the Kartika's study, Frayer & Peters said that Four Square Writing method is process arrangements in the graphic or spatial organizer is consideration. While according to Gould, Four Square Writing is a simplified graphic organizer for teaching writing that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository, and persuasive forms of writing.<sup>24</sup>

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<sup>23</sup> Ibid. p. 287

<sup>24</sup> Binti Rofiah. *The Effectiveness of Four Square Writing Method in Teaching Writing for the Tenth Grade Students of SMA Al-Wahid Kepung Kediri*. STAIN Kediri. 2014.

Four-square writing is prewriting and organizational skills taught by using a graphic organizer consisting of four outside squares. The topic or topic sentence goes into center of the organizer, while three supporting ideas or sentences go into three of the outside squares. Finally, a wrap-up sentence concludes the final box of the organizer.<sup>25</sup>

From those statements above, it can be concluded that Four Square Writing method is a method that requires four square graphic to state the main idea and some supporting ideas in each three of square. While the center of the graphic is the title. Then, the last squares is about the conclusion.

Four square writing has some characteristics, as follows:<sup>26</sup>

1. Using step by step approach

Step by step approach is used to make the learning systematic in order to the students make composition well-structured, four square writing can be published by the writing processes, they are:

- a. Brainstorming : generating ideas
- b. Organizing : four square writing
- c. Drafting : rough or first draft
- d. Revising : revision of content and style
- e. Editing : editing for surface features, punctuation, spelling, capitals

2. Using graphic organizer

A graphic organizer is a way of structuring information or arranging important aspects of a concept or top into a pattern using labels.

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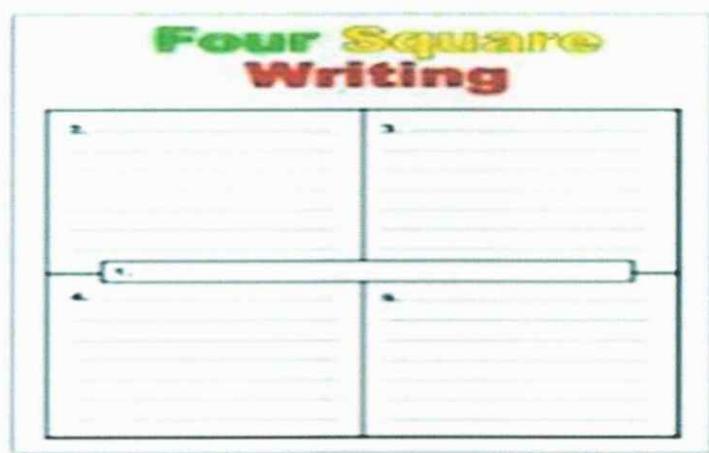
<sup>25</sup> Ibid.

<sup>26</sup> Juitania, et al. *The Effect of Using Four-Square Method on Students' Writing Skill*, p. 5-6

The visual organizers help students to conceptualize, understand, and structure a piece of written successfully. It also makes students not to feel bored.

There are some advantages of Four Square Writing. The advantages of using Four Square Writing method is helping the students to explore their idea and to make their writing systematically. Because the method can be used as the outline of the text. It also helps the students to overcome the hesitancy of starting the writing. Therefore, the students can be more enthusiasm in writing and avoid the boredom in writing.

The following is the example of the graphic of Four Square Writing:



**Note:**

1. The title
2. First paragraph (A main idea and some supporting sentences)
3. Second paragraph (A main idea and some supporting sentences)
4. Third paragraph (A main idea and some supporting sentences)
5. The conclusion