

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some theories related to the study are described. The theories focus on five parts. Those are writing skill, recount text, diary writing, relevant previous studies, and theoretical framework.

A. Writing Skill

Richards and Renandya (2002: 303) state that there is no doubt that writing is the most difficult skill for L2 learners to be mastered. It is one of four macro skill that cannot be separated in studying English. According to Hamp-Lyons (1990) in O'Malley, Michael, and Pierce (1996: 136), writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics. It can be concluded that there are three elements in writing. Ideas, transformation, and topics. In writing, the writer should gather ideas first and then transform the ideas into a topic.

Brown (2001: 335) also states that writing is the nature of the composing process of writing. He says that writing is a process which consists of thinking (collecting ideas), drafting (writing), and revising (redrafting) that require specialized skills. Writing does not only need some stages but also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by hand writing, spelling, layout and punctuation (Harmer, 2007;323). Thus, to write well, the writer should pay attention to the conventions of writing above.

Sokolik (2003) in Linse and Nunan (2006: 98) defines writing as a combination of process and product. Writing needs both the process and the product. In other words, through writing the writer explain things and as a result, readers can get information by reading the written.

Writing is one of the productive skills that involves producing language rather than receiving language. Based on the Oxford Advanced Learner's Dictionary (Hornby, 1995: 1383), writing is the activity or occupation of writing e.g. books, stories, or articles. This activity is closely related to the English teaching and learning process as writing is one of the English macro skills. As one of the macro skills, people have to consider its micro skills as well. Brown (2001: 343) enumerates micro and macros skills for writing.

1. Micro skills:

- a. Produce graphemes and orthographic patterns of English
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable care of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in the written discourse.

2. Macro skills of writing

- a. Using the rhetorical forms and conventions of written discourse.

- b. Appropriately accomplishing the communicative functions of written texts according to form and purpose.
- c. Conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguishing between literal and implied meanings when writing.
- e. Correctly conveying culturally specific references in the context of the written text.
- f. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Teaching writing means teaching the micro and macro skills of writing as well. Therefore, the teacher should provide activities and materials which cover those micro and macro skills in order to make the students come to the productive stage, producing a text, without finding great difficulties.

B. Teaching Writing Skill in Senior High School

As Harmer states, teaching is not easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it also worth

remembering that at its best teaching can also be extremely enjoyable (Jeremy Harmer, 2007:23). Furthermore, Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand. It means that by teaching someone get knowledge and understands about something given by the teacher. Here, the students learn what the teacher teaches.

Vocational high school is one of the school level equals senior high school that determine English as a foreign language as a compulsory subject to be taught. Based on Depdiknas (2006) 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 which 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. Furthermore, Setiyadi states that English is really a foreign language for language learners in Indonesia. It means that in Indonesia English is just learnt at school as compulsory subject. Seldom do the students use English in the society because they usually use language based on their mother tongue.

This research focused on the text types. In this case it focused on a recount text. The recount text is chosen because it is considered as the most appropriate text which tells about past events (Anderson & Anderson, 1998: 24) which can be integrated with the use of diary writing. In this research,

the students learnt about the recount text, then they implemented it by writing a diary about their past events or experiences.

The second consideration is the age range of senior high students. According to Brown (2001: 91), senior high school students are considered as teenagers whose ages range between twelve and eighteen or so. This age range is often called as an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Therefore, the teachers should consider these characteristics in designing and conducting the teaching and learning process. The teaching and learning process for senior high school students has to be designed to help them develop their writing strategies. So, they will be able to improve their writing skills. As proposed by Brown (2001: 92), one of the most important concerns of the secondary teachers is to keep self-esteem high by:

1. avoiding embarrassment of students at all costs
2. affirming each person's talents and strengths
3. allowing mistakes and other errors to be accepted
4. deemphasizing competition between classmates
5. encouraging small-group work where risks can be taken more easily by teen

C. Problems in Teaching Writing Skill

One of the biggest challenges for teachers faced in the classroom is writing. Teachers have to take care of student's motivation, their level of writing and preferred way of learning before preparing any task (Samia

Zerin: 2007). The purpose of teaching writing as one of the four language skills is to facilitate student's learning and their daily communication.

Teachers are required to find out about the learning styles in order to make the students interest in learning writing. Some studies found that there are some problems faced both of students and teachers in teaching and learning writing skill. The students' problems in learning writing are often to be the teachers' problem in teaching and learning process. The following are the common problems explanation faced by teachers and students:

1. Students' Problems

- a. Students have a difficulty in finding an idea quickly
- b. Students have a problem in using the right tense or grammar structure well
- c. Students are still confused with the changing of irregular verb in past form
- d. Students lack of vocabulary
- e. Students lack of motivation
- f. Students less of writing practice

2. Teacher's Problems

- a. It is not an easy task to motivate the students
- b. The differences level of the students' capability

Teaching writing has different challenges than other language skills. In teaching writing, teacher should consider a strategy to solve the problems

that be faced. This study explored about diary writing method to come over the problems that be faced by the teacher.

D. Recount Text

When we write a recount text, we are telling about something that was happened in the past. It might be about what we did at the weekend, exciting things that happened on our holiday, or about the biography of heroes and the story of place. Anderson and Anderson define a recount text as a piece of text that retells past events, usually in the order in which they happened. From this definition, it can be seen that a recount text consists of past events that are ordered chronologically. Furthermore, recount text can also be defined as a text that is basically written to make a report about an experience or a series of related event. These events are then be sequenced completed with characters in a particular set of time and place. This shows that the information about characters, time, and place, are crucial in writing a good recount text.

Another definition, comes from Hyland (2004) defining a recount text as a kind of genre that has social function to retell event for the purpose of informing or entertaining. In learning and understanding the recount text, there are three key points to remember – retelling stories, past events, and chronological order of past events. Furthermore, the examples of recount text can be varied from newspaper reports, television interviews, speeches, letters, and diaries.

There are three generic structure of recount text. The first is orientation (provide the background information of the story about who, what, where, when, why, and how). This first paragraph is like an introduction. The second is events (give the readers the details of the story, they get a clear picture and description of what happened). The last is conclusion or re-orientation (writers conclude the overall text). The language features of recount text are the use of nouns, pronouns, adjectives, conjunctions, adverbs, simple past tense, and action verbs.

E. Diary Writing

Based on Alice D, Domar, writing a diary is one of the ways to express emotions, feelings that can make the writer feels better. Stanley, Shimkin, and Lanner (1988: 3) state a journal or diary is a record, often kept daily, of one's life, a kind of personal account book. The similar description also proposed by Fitzpatrick (2005: 4), he states that a diary is a personal record of a writer's life experience and is usually private. Diary can also 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. A diary is usually handwritten that is used to express personal feelings, thoughts, and experiences on daily basis, arranged by date and it is not for publication. From the definitions, we can say that diary is like a book that we write with our hands (handwritten) where we share our feelings, thoughts, and experiences on daily basis. It is private and personal, that not many people can read it.

A diary is usually written in a book with each page called as an entry. A diary entry, furthermore, typically has a structure like, date (Friday, 19th September), orientation (dear diary,...), paragraphs (the sequence of events), personal reflection (conclusion), and a sign-off (giving a signature. It is optional).

F. Relevant Previous Studies

There are some previous studies that are relevant to this study. The first relevant study was done by Rahman Hakim, The Influence of Using Writing Diary Towards Students' Recount Text Writing Ability as his thesis in 2017. His study was conducted at MTs Bani Sueb Tarahan South Lampung at the second semester. The objective of this study was to know whether there is a significant influence of using writing diary towards students' recount writing ability. The method of this study was quasi experimental method with the treatment held in 3 times of meeting, 2 x 40 minutes for each meeting. The collecting data used the instrument in written test questions, pre-test and post-test. The population of this study was students of MTs Bani Sueb Tarahan South Lampung at the eighth grade which consisted of 104 students. The sample taken were two classes VIII A and VIII B. It was taken randomly by using cluster random sampling technique. The conclusion of this study is it is effective to use writing diary technique in teaching writing to increase students' recount writing ability.

Another study on diary writing was also conducted by Nur Millah Mutsliah, The Effectiveness of Diary Writing on Students' Writing of

Recount Text as her thesis in 2016. The study was conducted at eight grade students of SMPN 166 Jakarta and it aimed is to know whether or not diary writing is effective in improving students' writing of recount text. The study was carried out in a quantitative method with a pre- and post-test quasi-experimental design. The population of the study was 252 students from the total of seven classes. The sample was obtained by using purposive sampling technique resulting in two classes with 36 students in each class. Those classes were then randomly assigned into the experimental and control class. The experimental class was taught by implementing diary writing while the control class was not taught by implementing the diary writing. The data was collected through tests and interview. The finding is showing that diary writing is effective particularly in helping students find writing ideas, improving their writing fluency, and building their writing habit.

G. Theoretical Framework

Based on the literature about recount text, diary, and the previous studies stated above, it can be seen that diary writing can be used as an alternative way in teaching and learning recount text. Even though diary is one of the types of recounts, it is still rarely studied and used at the classroom. Teachers fail to see this as a new variety in teaching and learning recount text. Diary writing can be an alternative way in learning recount text because it has the same characteristics as recount such as it talks about past events and experiences. The use of diary writing will help students in

understanding the recount text deeply. Students can also have an authentic recount writing experience that is closely related to their daily lives. Moreover, diary writing helps students find their recount ideas more quickly as they can write about what happen in their days. It is also fun and suitable activity for teenagers. Finally, the writer believes that by writing a diary at the class, students can be more accustomed to write a recount text. It also allows them to express their ideas, thoughts, and feelings more freely which will make their writing more creative and fruitful.