

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the review of related literature. It covers three major sections. Those are writing ability, POWER strategy, and previous studies.

2.1 Writing Ability

In this writing ability the researcher explains about definition of writing skill, the process of writing, types of writing, the components of writing, and teaching writing.

2.1.1 Definition of Writing Skill

Writing is one of the language skills that must be mastered by the students in learning English. Aydogan and Akbarov (2014) state that writing is productive skill in the written form. It can be assumed that writing is one of productive skills that produce language than receive it.

According to Syatriana (2018), writing is a language skill that is used to communicate indirectly. Writing does not need appropriate selecting topic, but mostly it determined who supposed to read it, and particularly for the article and its objectives. Through writing people can convey their thoughts and feelings, both imaginary or real condition. In this case, we can write something based on our experiences. Moreover, Clark (2014) states that writing is making letters or types that constitute readable matter with the intent to convey meaning.

According to Celce-Murcia in Sarinten (2010) thesis, writing is an act of communication that needs an interaction process that is happened between the

writer and reader through the text. In other words, writing is an activity that needs communicative or interactive process between the writer and the reader.

From the definition above, it can be concluded that writing is a complex process of forming graphic symbols or making marks on flat surface to explore thoughts and ideas as representation of language in a textual medium.

2.1.2 The Process of Writing

Harmer (2004) states that there are some stages of writing process. Those are as follows:

a. Planning

In this stage, the students make a list of their ideas that related to the topic. They plan what they will write in the first draft. They have to consider three main issues in this stage. Those issues are the purpose of writing, the audience they are writing for, and the content structure to sequence the facts, ideas or arguments.

b. Drafting

In this stage, after the students have a list of their ideas that related to the topic, the students start to write the first draft. They write their ideas which they will write without paying attention to making mistakes.

c. Editing

In this stage, the students re-write their first draft after they finished it. Its purpose is to see where it works and where it does not. The process of editing

maybe taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

d. Final Revision

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

2.1.3 Types of Writing

There are a lot of kinds of teaching writing. The teacher should be able to decide a type of teaching writing which is appropriate to the students. Brown (2004) states that there are four types of writing. Those are imitative, intensive, responsive, and extensive.

a. Imitative

To produce written language, the learners must reach the basic skills, basic task of writing letters, words, punctuation, and very brief sentences.

b. Intensive

Beyond the fundamentals of imitative writing are skill in producing appropriate vocabulary within context, collocations, and idioms and correct grammatical features up to the length of a sentence.

c. Responsive

Here, the assessment task require learners to perform at a limited

discourse level, connecting sentences into a paragraph and creating logically connected sequence of two or three paragraphs.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay a term paper, a major research project report, or even a thesis.

2.1.4 The Components of Writing

In writing the students need some components to arrange good sentences and to help them to control their writing. Hughes (2008) states that there are some components in writing. Those are content, organization, vocabulary, grammar, and mechanic.

a. Content

Content refers to substance of writing, the experience of the main idea (unity), those are groups of related statements which are presented by the writer as unit in developing a subject. Content paragraph do the work of conveying the ideas rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writers want to express the ideas as clearly and directly as they can. As a general rule, clarity should be their main purpose.

d. Grammar

The grammar of language is a description that the language behaves. The writer can not make their language communicative to many readers from different situation if they don't have knowledge about the grammar.

e. Mechanic

Mechanic refers to the use of graphic conventional from the language, that is the steps of arranging letters, words, paragraph, by using knowledge of structure and some others related to one another. We have to pay attention the use of the punctuation and applying the words of the sentences.

2.1.5 Teaching Writing

Teaching writing covers the teaching of a language ability and organization of ideas. Writing is one of language skills in communication and thinking. Based on that, we can assume the combination of teaching and unique activity in writing. In other words, teaching writing is different with teaching the other language skills. Harmer (2001) states that a basic language skill is the most important reason for teaching writing. So, teaching writing to English learners is as important as the other language skills.

According to Harmer (2001) there are two approaches in teaching writing. Those are focusing on the product of writing process and focusing on the writing itself. He states that focus on the process of writing leads those who advocate an approach of the process in writing. However, the teachers must pay attention to the various stages of any piece of writing process. The teacher must balance on the product or on the process itself.

It can be concluded that, there are two different point that will be focused in teaching writing, those are the product of writing process and the writing process itself. The students have to balanced between the process and the result of writing itself in learning process. Therefore, it can make the students reach the purpose of English learning, especially in writing. Because teaching writing is as important as speaking, listening, and reading in basic language skills.

2.2 Recount Text

In this Recount Text the researcher explains about definition of recount text, the kinds of recount text, generic structure of recount text, language features of recount text.

2.2.1 Definition of Recount Text

Recount text is a text that retells the past events. According to Rahman (2017), a recount text is a text that is giving information about activities that happened in the past, in other words, it is used to retell the past events. Thus, the special features of recount text can be found in its sequence of events in which the

past event in written chronologically. The purpose of recount text is to give the reader a description of event and to inform and to entertain the reader.

2.2.2 The Kinds of Recount Text

According to UC High School Kaleen Writing Handbook 2011 in Putri Aisah Ningsih thesis states that recount text is classified into three, those are personal recount, factual recount, and imaginative recount.

a. Personal recount

Personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader.

b. Factual recount

Factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, like an accident report, eyewitness, science experience, historical events, and newspaper report. The purpose of factual recount is to inform the reader about what was going on in the past.

c. Imaginative recount

Imaginative recount retells an imaginative story through the eyes of a fiction character. It means that, the event that is happened in the text does not happen in real life. The purpose of imaginative recount is to entertain the reader.

2.2.3 The Generic Structure of Recount Text

Recount text has several significant characteristics which the writer may use. Wardiman (2008: 61) states that there are some generic structures of recount text, those are orientation, events, and reorientation.

a. Orientation

Orientation is introducing the main characters and possibly some minor characters. Some indications are generally given where or when the action happens.

b. Events

Events are where the writer tells how the characteristics of the event. It includes their feeling and what they do. It can be chronological order.

c. Reorientation

Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional.

2.2.4 The Language Features of Recount Text

There are some language features of recount text, those are:

1. Written in past tense. Some forms may use simple present tense.
2. Word that show the order of events (then, next, first, afterwards, at last, meanwhile).
3. The subject of the recount focus on individual or group participants.
4. Using action verbs and surroundings such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

2.3 POWER (Prepare, Organize, Write, Edit, and Revise) Strategy

In this POWER Strategy the researcher explains about the concept of POWER, teaching procedures by using POWER Strategy, and advantages and disadvantages of using POWER Strategy in teaching writing recount text.

2.3.1 The Concept of POWER

POWER strategy is a mnemonic strategy that can help the students to write by some steps, those are Prepare, Organize, Write, Edit and Rewrite (Richard, 2004). According to NSW Department of Education and Training (2007), POWER strategy provides explicit instruction to the students about how to write, keeping in mind the characteristics of the students by writing difficulties and principles of affective instruction. POWER is mnemonic strategy that is developed to help the students that have problems in organizing their writing into correct paragraph form (Fischer & Rettig, 2004, p. 2).

Meanwhile, Graham and Harris (2013) state that POWER is writing strategy that consist of five steps. The first is preparing. In this step the students are encouraged to focus on three areas, those are the audience for the paper, the purpose of the paper, and the background knowledge that is necessary to write the paper. The second steps is organizing. In this step the students are asked to completed a pattern guide to help them organize their paper. The third step is writing. In this step involves preparing guide and generating a first draft. The next step is editing. In this step the teacher teaches students to critique their own writing and to identify areas in which they need clarification or assistance. The

last step is rewriting. In this step the students rewrite their writing into good paragraph based on the editing step.

2.3.2 Teaching Procedures by Using POWER Strategy

There are some steps in applying POWER strategy that are proposed by NSW Department of Education and Training (2007). Those are:

- a. Prepare
 1. Pick a topic (Ensure the students have the field knowledge).
 2. Use the think sheet to write down the ideas. (Provide the students a piece of paper to brainstorm their ideas).
 3. Think about whether the ideas need more information or not.
 4. If so, find out more.
 5. Write the main idea.
- b. Organize
 1. Cross out the ideas that will not use.
 2. Group ideas that go together.
 3. Number ideas in the order that are wanted to write.
- c. Write
 1. Write complete sentences.
 2. Write the paragraph form.
- d. Edit
 1. Use the edit sheet and think about how your paragraph will sound to your partner.
 2. Edit with partner

e. Rewrite

1. Write the final draft.
2. Check the sentences, capitals, punctuation, and spelling.

2.3.3 The Advantages and Disadvantages of POWER (Prepare, Organize, Write, Edit, and Rewrite) Strategy

There are some advantages and disadvantages of using POWER Strategy in teaching writing Recount text. Those are:

a. The Advantages of Using POWER Strategy

Johnson (2008) states that there are some advantages in using POWER strategy to teach writing. The first is POWER strategy requires the students to write the words as many as they can do on topic in given time. The second is expect the students to begin writing immediately. And the last is build the energy and confidence in writing. In addition, Richards (2004) states that POWER Strategy can give power to the students to be succeeded when writing by encouraging them to use an organized and systematic process. Furthermore, Kamilasari (2013) states that the advantages of POWER strategy as below:

1. POWER strategy can manage student's ideas by following sequential process.
2. This strategy can stimulate student's ideas without ignoring the important points.
3. POWER strategy can help the students to correct their work and lead them become independent writer.
4. This strategy helps the students to write quickly. Students will be able to concentrate in their work through the instruction.

5. This strategy can help students in writing activities, and provoke their interest in learning writing.
- b. The Disadvantages of Using POWER Strategy

Besides that, POWER Strategy also has some limitations. Reid and Lienemann (2006: 134) also argue that the use of POWER has some limitations, those are:

1. In the stages of POWER strategy, revising stage tends to receive the least amount of time and effort.
2. Students with learning and behavior disabilities have trouble with putting their ideas on paper, and peers-monitoring the content of their writing.

2.4 Previous Studies

The first previous study entitled “*The Effect of ‘Power’ As An Instructional Writing Strategy on Students Writing Skill Across Gender*” written by Luh Putu Rany Prihastuti, Ni Nyoman Padmadewi, and Dewa Putu Ramendra (2020). The researchers used explanatory design that belongs to an embedded mix-method because qualitative data help build upon initial quantitative results and the researcher places greater emphasis on the quantitative methods than the qualitative methods. The purpose of this study is to find out whether or not significant difference on the effect of POWER on students’ writing skill across gender. The result of this research showed that there is a significant effect of POWER as an instructional writing strategy on students’ writing skill, there is a significant difference on the effect of POWER as an instructional writing strategy

on students' writing skill across gender differences, in which point female participants surpassed the males.

The second previous study entitled "The Effectiveness of POWER (Plan, Organize, Write, Edit, and Revise) Strategy to Teach Writing Viewed From Students' Creativity" written by Tia Nur Istianah (2016). The researcher used an experimental design. The researcher used a simple factorial design 2 x 2 with post-test only design. The test is writing test and verbal creativity test. The purpose of this study is to find out whether or not there is significant difference between the students that are taught by using POWER strategy and the students that are taught by using Guided Writing. The result of the study showed that POWER strategy is more effective than Guided Writing to teach writing.

The third previous study entitled "The Effect of Using POWER Strategy on Senior High School Students' Descriptive Text Writing Achievement" written by Faridatun Nadlifah (2019). The researcher used quasi-experimental research with post-test only control group design. The purpose of this study is to investigate the effect of using POWER strategy on senior high school students' descriptive text writing achievement. The result of the study showed that POWER strategy has a significant effect on the students' descriptive text writing achievement.

Based on the previous studies explained above, the researcher finds there are some similarities and differences. The similarity is all of those studies using POWER strategy as independent variable and writing skill as dependent variable. In this study the researcher also uses POWER Strategy as independent variable

and writing skill as dependent variable. However, there are some differences between the previous study above and the researcher's study. In this research, the researcher uses quasi-experimental study with non randomize or nonequivalent pre test and post test as the design of the study. The researcher takes one class as an experimental class that is taught by using POWER strategy and one another class is control class that is taught by using Lecturing Strategy. The researcher also only focuses on writing recount text.