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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

To know the purpose of this study, the researcher described the theories, relevant research, and the operational concept related to the title that would be described as follows:

1. The Nature of Writing

Writing becomes the most difficult skill when it is learned by the foreign language learners. “Writing is a difficult skill for native speakers and non-native speakers; because researchers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” Rass (2001, p. 30). According to (Brown H. D., 2001): “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structures and coherent organization”. It means that writing is difficult for students as a non-native speaker. Students must be able write announcement text by knowing such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling and capitalization.

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing enhances

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language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only means of communication where students can share their views and thought, it is actually a pre request to master other language skill.

There are some definitions of writing stated by experts. According to Nunan (2003, p. 88), writing can be defined by a series of contrast. The first, writing is both a physical and mental act. At the most basic level, writing is the physical act of connecting words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Researchers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Researchers must choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The researcher imagines, organizes, drafts, edits, reads, and rereads. The process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience.

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a. Purposes of Writing

Purposes are very important in all of activities. Writing activity also has many purposes. Reid has stated that writing has purposes:

- a. To explain or educate.
- b. To entertain or amuse, and
- c. To persuade or convince.

Relation with meaning above explaining the purposes of writing, Raimes also mentioned that purposes of writing are:

- a. To communicate with readers,
- b. To express ideas without pressure of face communication,
- c. To explore subjects, and
- d. To record experiences.

b. The Indicators of Writing

Writing is one of skills in language. Writing could not be produced without understood the indicators in language, such as grammar, vocabulary, spelling consideration, translation, pronunciation, and so on. In line with Heaton (1975, p. 138) says that in order to master writing skill, students need some abilities: grammatical skill which is the ability to write correct sentence; stylistic skill which is the ability to manipulate sentence and use language effectively; mechanical skill which is the ability to use

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correctly those conventions peculiar to the written language; and judgment skill which is the ability to write in an appropriate manner for a particular purposes with a particular audience in mind together with an ability to select, organize in order relevant information.

Writing is an activity that requires many indicators. In complementing writing activities, researchers should know and master the indicators of writing. If writing contains full of indicators of writing, writing will be better. Raimes has suggested researchers to pay their attention while writing to:

- a. *Syntax*, a researcher should know how to construct sentence structures, know the sentence boundaries, stylistic choices, etc.
- b. *Content*, here a researcher has to pay attention to relevance, clarity, originality, logic of writing.
- c. *Grammar*, is very important for researchers because grammars are the tools for researchers to arrange their words become sentences and finally produce a meaning. In grammar, researchers should know the rules for verbs, agreement, articles, pronouns, etc.
- d. *Mechanics*, contain handwriting, spelling, punctuation, etc.
- e. *Organization*, requires a researcher to know about paragraphs, topic and support, cohesion and unity.

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- f. *Word choices*, a researcher should know how to apply vocabulary, idiom and tone in writing.
- g. *Purpose*, is very important for researchers. It will determine the aim of the writing in the future.
- h. *Audience*, will determine which way will be applied by researchers. Knowing the audience will make researchers know more about what they should write, and
- i. *The Researchers' Process*, is very crucial. Researchers should be aware of how to get ideas, write drafts, and revise.

c. The Process of Writing

Based on Edward (2009, p. 341) explain in their book Raugh Draft as follows: specify that there are five indicators in the process of writing:

Inventing: Namely to find and generate ideas / ideas of students, what will students write or tell, steps can find ideas in many ways such as reading, talking, brainstorming, questions, etc.

Planning: the stages are of how students are trying to determine how to convey ideas. This stage students will be raised the issue, purpose, reader, text structures and tone of the text to be written.

Drafting: In this stage, students tried to form a material or materials into text. Drafts sustainable written, from draft 1, draft 2 and draft 3 to be the final result.

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Revising: revise is including adding a new idea, another idea of eliminating some of the words or idea that do not need or reconstruct what has been written in the draft.

Editing: Editing is polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

d. Types of Writing

The difficulties of writing are not only determined with the aspects included in writing process. According to Syafi'i, writing has five types of writing. They are descriptive, narrative, expository, persuasive, and argumentative paragraph.

Description tells about the description of something felt or looked or heard. It can be the description on places or things or person.

Exposition tells about something clearly, it usually contains answering the question what, how, and why.

Persuasion tells about persuading readers to someone. It can be an opinion that must be supported by facts, example, physical description and others.

Narrative text tells about "what happened." It is a story. It can be found in novels, short stories, biographies. According to Syafi'i (2013, p. 47) narrative text is a story telling, whether it tells



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a true story or fiction, it gives an account of one or more experience. Narrative text is a text that used in this research and for further information will be explain in the next section.

2. The Nature of Announcement Text

Announcement text is one of texts that contain of information about something. “An announcement is a written or spoken statement in public or formal words containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about.”

An announcement is something said, written, or printed to make known what has happened or what will happen. In writing an announcement should include, *what*, *when*, *where*, and *who*. Often it includes *why* and *how*. An announcement should be brief.

Every announcement, whether it is spoken or written, should answer five questions. The five questions are as follows:

- a. Who is giving the announcement?
- b. What kind of announcement it is?
- c. When will it be held?
- d. Where will it be held?
- e. Who is invited to come?

a. Generic Structures of Announcement Text

The purpose, function, and goal of announcement are giving certain people some information of what has happened or what will

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happen. The generic structures of announcement in English text can be seen below.

1. Stating Purpose: The text that contains what event will be held.
2. Stating Day, Date, and Time: Day and Date realization. The text that contains when the event will be held.
3. Stating Place: The text that contains where the event will be held.
4. Informing Sender: The text contains name of the person who will be contacted.

b. Language Features of Announcement Text

The language features of announcement text are:

1. Using simple present tense.
2. Using simple future tense.
3. Using exact noun.

c. The Kinds of Announcement Text

Based on the using of language and the announcement comes from, there are two kinds of announcement:

1. Formal Announcement

Formal announcement is a kind of announcement that use formal language, usually this announcement is an announcement from office, and others.

2. Informal Announcement

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Informal announcement is a kind of announcement that use informal/daily language, usually this announcement is from personal, and others.

Based on the way to make, there are two kinds of announcement:

1. Written Announcement

Written announcement is a kind of announcement that is made by written.

2. Oral Announcement

Oral announcement is a kind of announcement that is directly said by the announcer.

In this research, the research will focus on analyze the formal Written announcement text.

d. The Example of Announcement Text

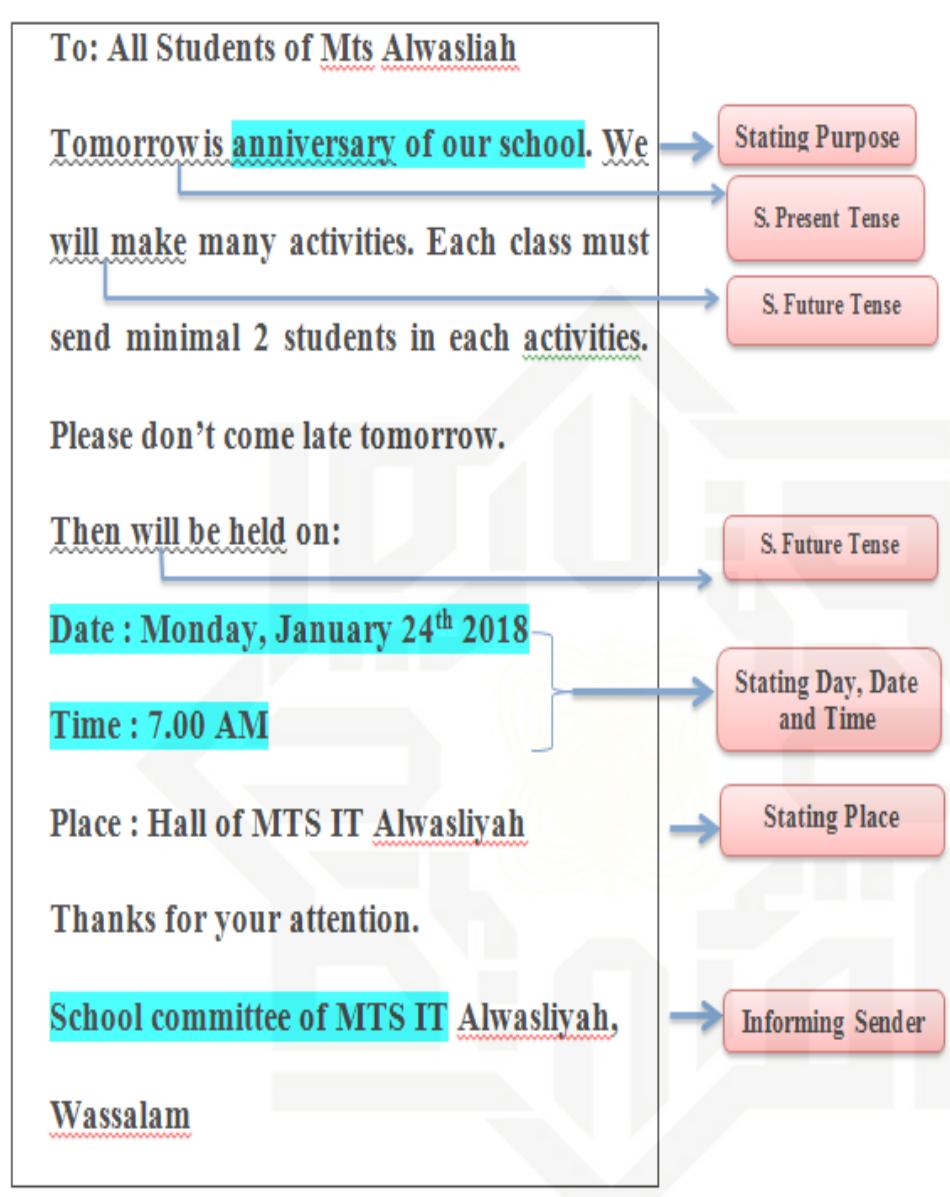
Here is the example of Announcement Text that has complete generic structures.

Example



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3. The Factors contribute Students' Writing Ability

According to Brown (2000) there are two factors contributes to

students' writing ability, its personality factors and sociocultural factor:

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a. Personality Factors

Personality factors are the factors that come from the students themselves that consist of Affective domain, motivation, the neurobiology of affect, and measuring affective factors.

1) The Affective Domain

Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior. The factors that include in affective domain such as:

a) Self-Esteem

Self-esteem is probably the most common aspect of any human behavior. There are three levels of self-esteem:

General self-esteem or global self-esteem is said to be relatively stable in a mature adult, and is resistant to change extended therapy.

Situational self-esteem refers to one's self appraisals in particular life situations, such as interaction, work, education, home or on certain relatively such as communicative ability, athletic ability, empathy and flexibility.

Task self-esteem refers to particular tasks within specific situation, for example it might refer to one's self-evaluation of a particular aspect of the second language acquisition process: speaking, writing, a particular class in a second language.

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b) Inhibition

All human beings, in their understanding of themselves, build sets of defense to protect the ego. The human ego encompasses what is referred to as language ego or the very personal, egoistic nature of second language acquisition. Many findings from inhibition studies have given rise to a number of steps that have been taken in practices to create techniques that reduce inhibition in the foreign language classroom.

c) Risk-Taking

Risk-taking or what is otherwise known as “the ability to make intelligent guesses”. Impulsivity is a style that could have positive effect on language success.

d) Anxiety

Anxiety is a factor that is intertwined with self-esteem and inhibition and risk-taking. Anxiety is feelings of anxiousness. The research on anxiety suggests that anxiety can be experienced at various levels: trait anxiety is a permanent predisposition to be anxious and state anxiety is experienced in relation to some particular event or act.

e) Empathy

Empathy is the process “putting yourself into someone else’s understands what another person is feeling.”

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f) *Extroversion*

Extroversion refers to the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself.

2) *Motivation*

Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and extrinsic motivation. Theories of motivation:

- a) Behavioral is anticipation of reward, drive to acquire positive reinforcement and external individual forces in control.
- b) Cognitive is the choice people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert and internal individual forces in control.
- c) Constructivist is social context as well as individual personal choices.

3) *The Neurobiology of Affect*

The neurobiology of affect is likely to enlighten our current understanding of the psychology of the brain and its effect on human behavior.

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b. *Sociocultural Factors*

Sociocultural factors, these factors consist of social and environmental such as attitudes, second culture acquisition, social distance, and culture in the classroom Brown, (2000, pp. 188-189).

Firstly, attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one's perception of self, of others, and of culture in which one is living.

Secondly, second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture. Culture is the most visible available expression of that culture.

Thirdly, social distance means the concept of social distance emerged as an effective construct to give explanatory power to the place of culture learning in second language learning.

Lastly, culture in the classroom means who used different conceptual categories to study the cultural norms of fifty different countries such as individualism, power distance, uncertainty avoidance, and masculinity or femininity.

B. Relevant Research

1. Agustiani (2013) *An Analysis of the First Year Students' Ability in Comprehending Generic Structures and Identifying Language*

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Features of Announcement Text at SMP Adabiah Padang. The purpose was to describe the first year students' ability in comprehending and identifying the generic structures and language features of announcement text. The result of this research showed that in general the ability of the first year students' of SM Adabiah in comprehending generic structure and language features of announcement text was moderate. It was proved by the fact that 64.70% students had moderate ability.

2. Rahmayunita (2014) *A Study Students Ability in Writing Descriptive Text at SMA Annur Pekanbaru.* The purpose of this study found out the Students' Ability in Writing Descriptive Text in term of writing aspects made by The First Year of SMA Annur Pekanbaru. The study found that the students at SMA Annur Pekanbaru were good in writing descriptive text. After collecting data, the percentage of the result, namely; students that got Excellent score was 25%, students Good score was 60%, students got Bad score was 5%, and students got Poor score was 10%. The researcher concluded that most of the students understood in writing descriptive text.
3. An Analysis of Students Ability and Difficulty in Writing Descriptive Text (A Case Study of Tenth Graders in A senior High School in Bandung by Junita Siahaan (2013) She founding revealed that nine texts written by Low, Mid, and High achievers were analyzed in terms of schematic structures and linguistic features using Systemic



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Functional Linguistics. In low achievers were still confused in identifying the schematic structures of descriptive text. Moreover, the low achievers still needed a lot of improvement as they still made a lot of mistakes in the text they wrote. On the other hand, it was also revealed that the In Middle achievers show their good control about the schematic structures of descriptive text. They also show their capacity in applying the linguistic features of descriptive text in the text they wrote. Different from low and middle achievers, high achievers show greater ability in writing. They also show their capacity in applying the linguistic features of descriptive text.

C. Operational Concept

To clarify the theories was used in this research, the researcher would like to explain briefly about variable of this research. This research was mixed method research, which would be intended to analyze the students' writing ability in writing announcement text; and to find out the factors contribute to students writing ability in writing announcement text at SMA Negeri 1 Simpang Kanan Rokan Hilir Regency. Therefore, in analyzing the problem in this research only use one variable. It is the students' writing ability on announcement text. To operate the investigation on the variable, the researcher would work based on the following indicators:

1. Analyzing the students' writing ability in announcement text based on syllabus that used in State Senior High School 1 Simpang Kanan,

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Rokan Hilir Regency. The researcher will work based on the following indicators :

- a. The students are able to write in a good content.
 - b. The students are able to write in a good organization.
 - c. The students are able to write with appropriately vocabulary.
 - d. The students are able to write in a good grammar.
 - e. The students are able to apply a good mechanic including punctuation and spelling..
2. Contributing factors to students' writing ability based on Brown (2000), it is as follows:

Personality Factors

A. The Affective Domain

- a. Self-esteem
- b. Inhibition
- c. Risk-taking
- d. Anxiety
- e. Empathy
- f. Extroversion

B. Motivation

C. The Neurobiology of Affect

Sociocultural Factors

A. Attitudes

- B. Second Culture Acquisition
- C. Social Distance
- D. Culture



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