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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. Theoretical Framework**

##### **1. The Nature of Writing**

###### **a. The Definition of Writing**

Writing can be considered as one of basic skills in learning English. The ability to write is needed since we live in literate community. In writing, we should decide what we want to write and how the best way to put the ideas on the paper. Some experts define writing variously. According to Nunan (2003, p. 88) writing is the process of thinking the ideas, expressing the ideas into good writing, and organizing the ideas into statement and paragraph clearly. In line with Nunan, Celce-Murcia and Olshtain (2000, p. 142) stated that writing is the activity which the writer communicates his/her ideas in the form of a written text and the text must be read and comprehend by the readers. It can be concluded that writing is the basic skill in English which can be used to express and communicate the ideas through written form.

In addition, writing is used for various purposes. Brown (2007, pp. 81-82) stated that writing can be used to entertain, persuade, inform, request, instruct, record, express feelings, opinions, and ideas. Recount text as example, the students can express their ideas about

their past experience. They can also tell to the readers about their experience through writing recount text.

Writing is considered as complicated process. Harmer (2004, p. 4) stated that the process of writing can be affected by the content of writing, the type of writing, and the medium of writing like pen, paper, etc. Hedge (2005, pp. 52-54) stated that the process of writing involves three major activities, they are prewriting, drafting and redrafting, and editing. Prewriting is the activity which the students think before writing. Drafting and redrafting include the activity to revise what has already been written and how to write it effectively. In editing, the writer corrects the grammar, punctuation and spelling error. It can be concluded that the process of writing can be used to help the students to write through some stages of writing.

Furthermore, Hughes in Pratama (2012, p. 13) explains that there are five components in writing text. They are content, organization, vocabulary, grammar and mechanics. Content is about how the writers can think creatively and develop their thought into communicative message. Organization tells about the systematic ideas or flow of ideas. The writing is well organized if the ideas are written in coherent paragraph. Vocabularies are needed by the writers to represent what the writers want to say. The writers should know the use of words and how to place the words effectively in writing. Language use refers to the accuracy and effectiveness of English

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grammatical construction made. Mechanics refers to the basic rules of spelling, punctuation and capitalization. The common terms used are spelling and punctuation. Both of them are important in writing. Phythian (2012, p. 77) stated that spelling ability can make the process of writing easier. Besides, we should use the correct spelling in writing to get the right meaning. Punctuation makes the text more comprehensive and helps the readers to read the text easily.

Similarly, Hughey et al. (1983, p. 139) also stated five components of writing, they are content, organization, vocabulary, language use or grammatical features and mechanics. In content, the writer can think creatively in developing the ideas, excluding all information, and connect every sentence, and paragraph cohesively. In organization the ideas should be stated clearly, well organized, logically sequence and cohesive. To make a good writing, the use of vocabulary should be sophisticated range and effective words idiom. Language use or grammatical feature refers to the use of effective complex construction, few errors of agreement, and the order of articles. Mechanics requires the writer's ability to mastery convention, spelling, punctuation, capitalization, etc. This component is important to produce the right meaning.

Based on the experts' explanation above, it can be concluded that writing is the activity to express and develop the ideas into sentence and paragraph clearly. It has five components such as content,

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organization, vocabulary, grammar and mechanics. The writer takes all as indicators of this research.

#### b. Writing Recount Text

Recount text is used to tell an experience in the past, obviously recount text uses past form. Recount text doesn't use conflict, but it uses a series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events and reorientation.

According to 2013 curriculum, recount is one of genres to be taught at senior high school. Sudarwati (2014, p. 130) stated that recount is a text which retells events or experiences in the past. In line with that, Knapp and Watkins (2005, p. 224) stated that recount is sequential text that do little more than sequence a series of events.

So, it can be concluded that recount text is a type of text that retells past event through sequence of events.

Sudarwati (2014, p. 130) stated that generic structure of recount consists of orientation, events and reorientation. Orientation is the first paragraphs which introduce the participants, place and time. Event describes series of events that happened in the past in chronological order. Reorientation or conclusion consists of writer's comment about the story.

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### c. Assessing of Writing Recount Text

The purpose of assessing students' writing recount text is to describe past experience by retelling events in chronological. According to Anderson in Cholifah (2014, p. 37) recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred.

Sudarwati (2014, p. 130) explains some language features of recount text such as focus on personal participant, using chronological connection, using linking verb, using action verb, using simple past tense

Based on the explanation above, the writer sums up that recount text is the text which retells past event or experience in chronological order. It consists of orientation, events and reorientation. Orientation is introductory paragraph that tells participant, place and time. Events are paragraph that tell sequence of events in chronological order. Reorientation is the conclusion of the story.

Furthermore, Hughey et al. (1983, p. 139) stated five components of writing contain in writing text which are appropriate to senior high school as follows:

- 1) Content. It requires the students to think creatively in developing the ideas, connect every sentence, and paragraph cohesively.

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- 2) Organization. It requires the students to organize the text well. The ideas should be stated clearly, well organized, logically sequence and cohesive.
- 3) Vocabulary. It requires the students to write the text by using the appropriate word and the use of vocabulary should be sophisticated range and effective words idiom.
- 4) Language use / grammatical features. It requires the students to use the correct sentence structure, few errors of agreement, and the order of articles.
- 5) Mechanics. It requires the students' ability to mastery convention, spelling, punctuation, capitalization, etc.

The writer takes all as the indicators of this this research. They are content, organization, vocabulary, grammar and mechanics.

**Indicators of writing recount text**

Variable	Indicators of Recount Text	Sub. Indicators
Writing recount text	<ol style="list-style-type: none"> <li>1. Generic Structure               <ol style="list-style-type: none"> <li>a. Orientation</li> <li>b. Series of events</li> <li>c. Re-orientation</li> </ol> </li> <li>2. Language Features               <ol style="list-style-type: none"> <li>a. Using personal participant</li> <li>b. Using chronological connection</li> <li>c. Using linking verb</li> <li>d. Using action verb</li> <li>e. Using simple past tense</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> <li>3. Vocabulary</li> <li>4. Grammar</li> <li>5. Mechanics</li> </ol>

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## B. Relevant Research

The writer takes three relevant researches related to this research which the title is an analysis of students' difficulties in writing recount text. The detail explanation is as follows:

1. The first previous study was conducted by Andayani (2013) at tenth grade of State Senior High School (SMAN) Arjasa Jember. The aim of the research was to know students' ability in writing recount text and also to find out students' problem in writing the text. In their descriptive quantitative research, they used writing test and interview to collect the data. The result of test was scored by two raters. Based on the test, they found that student's ability in writing recount text was poor. It can be seen from the students' writing score given by rater one (the researcher) was 16 students (42%) were categorized poor and rater two (the teacher) was 12 students (32%) were categorized poor. In addition, they got some problems such as organization, grammar, vocabulary, mechanics, content, and organization. The result of this research is expected to give feedback for the English teacher to provide some writing exercises and emphasize the use of tenses. For the students, they should practice writing recount text frequently.
2. The second previous study was conducted by Allieni Harris (2014) which the title was an analysis of students' difficulties in writing recount text. The design of the research was quantitative research. The aim of this research was to analyze and describe how students' ability in writing

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recount text and why they got difficulties in writing recount text. The research was conducted at tenth grade of State Senior High School (SMAN) 1 Sungai Limau. They took the sample by using cluster sampling technique. The instrument was writing test. In this research, they found that the average score was 2.3. The score was indicated that the students had weak ability in writing recount text. Based on the test, the students got difficulties in using language features related to the use of simple past tense, action verb, linking verb and pronoun. The students did mistakes 36% in using simple past tense, errors 35% in using action verb, errors 18% in using linking verb, and some mistakes in using pronoun. The difficulties are caused by interlingual transfer, intralingual transfer and lack of vocabularies. They concluded that the tenth grade of State Senior High School (SMAN) 1 Sungai Limau had low ability in English especially in writing skill, so teaching and learning process was not successful yet.

3. Another study was conducted by Paskal (n.d) which the title was identification students' difficulties in writing hortatory exposition among high intermediate level. The aim of the research was to identify students' difficulties in writing hortatory exposition text at high intermediate level in Gajahmada English course. The research design was descriptive study. They took 10 students as sample of the research. The instrument was writing test. In this research, they found that the average score was 60.2 which categorized "difficult". In grammar, students' difficulties were in

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arranging the tense and the compound-complex sentences. In mechanic, students' difficulties were in spelling, punctuation and word choice. In vocabulary, students' difficulties were in using of personal noun, abstract noun, general noun, action verb, verb, adverb and adjectives. In content, students were able to write the text, but their difficulties were in the relevant details among thesis, arguments and recommendation.

Based on the previous researches above, it is known that the students' still get difficulties in writing. Thus, the writer wants to analyze what difficulties are faced by the students in writing recount text at the tenth grade of State Islamic Senior High School (MAN) 1 Kampar. The writer also wants to find out the factors causing students' difficulties in writing recount text. By finding the factors of students' difficulties, the writer can give beneficial suggestion to solve the problem.

**C. Operational Concept**

Operational concept is the concept which is used to avoid misunderstanding and misinterpreting in scientific study. This research is descriptive qualitative research which only focuses on one variable. The variable is students' difficulties in writing recount text (variable Y). To investigate the variable, the writer will work based on students' difficulties in indicators of writing recount text. The indicators are:

1. The students are difficult to express and develop their ideas in writing recount text.

2. The students are difficult to write a recount text by using good organization.
3. The students are difficult to write a recount text by using appropriate vocabulary.
4. The students are difficult to write a recount text by using correct grammatical features.
5. The students are difficult to write a recount text by using correct mechanics.

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