CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Brief Discussion of Writing

Writing is one of skills that are taught in English classrooms. Most students consider writing as the most difficult skill to master, because writing lets students have a control over linguistic components to convey meaning.Pratama (2012 p.1) stated that writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Through writing, the message is created and delivered to the readers. It is expected that the message will be understood easily by the readers. Therefore, before writing, we can need to know what writing is, and what for writing is.

Kern Richard in Aulia (2017 p.14) stated writing is functional communication, making learners possible to create imagined worlds of their own design. It means that, though writing, learners can express though, feeling, ideas, experiences, etc to convey a specific purpose. In line with Azies and Alwasilah (1996), writing skill is closely related to reading skill. The more students read, the more likely they write well. Proficiency does not develop instantaneously; it is countinuous process that adapts and changes with one's experiences and education. Writing is a way to express feelings, ideas, argument, willingness and thoughts in the

form of word in sentence. This language skill is used to communicate from one to another by writing.

According to Rivers (1992 p. 21),writing is a consecutive expression of ideas using graphic convention of language, vocabulary , and certain refinements of structure to tell the readers. Writing skills need to be learned, as an active learning process. Therefore, writing needs practicing the language and improving the writing competences as a productive skill. In line with Harmer (2004), making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar.

Maharani (2007)says that ''writing is the way to express ideas, mind, thought, and feeling in language''. It is the process of thingking to invent ideas, to express them into good writing, and organizing them clearly. Weigle (2001) states writing is an act that takes place within a context, that accomplishes a particular purposes, and that is appropriately shaped for its intended audience.

In addition, Richards(1986), writing is seen as involving a complex web or relations between a writer, reader, and text''. It means that in writing , writer, readers and the text are related to each other. A writer writes a text for a particular purpose in particular context and it determines the text type or genre of the writing. Supporting by Jacobs (2002),

statedthat there are three areas of text type characteristics which descibe the relations between the writer and the text. The first area is the purpose of the text type. The second area is the organizational structure of the text. This area is related to the organization of the writer's idea. The last area is the language features such as the grammar, vocabulary and connectors that the writer uses.

2. **Components of Writing**

Writing has five general components, they are: grammar, mechanic, vocabulary, organization and fluency Hughes (1989 p. 91) as explained below:

a. Grammar

Grammar is rules of languages. According to Widdowson (1990), grammar is not a constraining imposition but a liberating force; it frees us from a dependency on context and a purely lexical categorization of reality. Grammar creates well-organized reading and writing performance in order to understand it easily. To establish a precise sentence in writing a text, grammar is very important for the students.

b. Vocabulary

In addition, Longman (1987), vocabulary is a list of words used in alphabetical order and with the explanation of their meaning. Vocabulary is a very important aspect in learning English especially in writing skill, because in writing the learnes writing words. In order to

write well, the ability to choose and use the appropriate vocabulary should be mastered. So, the writers can explore more deeply about what ideas they want to express properly.

c. Mechanics

In reference to Hughes (1989), mechanic is the use of good 'graphic convention of the language. In general, mechanic is often being matters such as formatting, correct grammar, punctuation, spelling, and capitalization. Formatting is the general organization of writing. Then, spelling is important to make a meaningful writing because the meaning will change if there is a misspelles word in writing and punctuation is a command for the reader to continue reading or stop reading. At the time, the students must write the texts appropriate to the correct formatting, punctuation , spelling and capitalization.

d. Organization

Organization should be taken care of well in writing because good paragraphs have unity in the sense that, all of the sentences discuss one main idea and supporting sentences explain the main idea. In other words, organization is the way to communicate ideas in order to have good paragraphs.

e. Fluency

Fluency is an important element of writing to connect any ideas by using the appropriate transition signals (words and phrase) . A

paragraph is said fluent when the choice of structure and vocabulary is consistenly appropriate.

Based on the explanation of writing components, writing is an important and complex skill in language learning. In this case, the student should know the structures and other components of language including grammar, vocabulary, mechanics, fluency and organization.

3. The process of Writing

In reference to Oshima (2005), writing needs a process for getting good writing product. There are some processes of writing: prewriting, planning, writing, editing and revising. Pertaining to ideas above Nation (2009), argue that one possible division of the writing process contains seven processes. They are: considering the writers' purpose, having the readers' model, gathering, organizing ideas, turning ideas into written text, reviewing, and editing.

According to Dalman (2014 p. 15-17), writing is broadly seen as comprising three stages of writing process: pre-writing, writing and post writing as in the following:

a. Pre-Writing

Pre-writing is the student's preparation for collecting information , formulating problems, and searching the data. It is classroom activity which encourages students to write and stimulate thoughts. They list some pre-writing activities which can be implemented in the classroom. Those are selecting the topic by

brainstorming, determining the purpose, collecting the information , and organizing ideas in outline form.

b. Writing

Writing is the text stage after pre-writing. In this stage, the students explore and organize ideas into paragraph by the information collected before. It consists of main ideas, supporting sentences and concluding sentences. Most of students conduct the composition as more as interesting. After that, the students are suggested to check, evaluate the errors into good composition. It is used to see how they communicate their ideas effectively. It shows that writing is a progressive activity in constructing and transforming ideas.

c. Post Writing

Post writing is the activities refer to editing and revising. In editing, the students check their writing intern of language use, spelling, punctuation, etc. In order to tidy up their text. They read the whole texts and find the errors by giving notes. Then, revising refers to checking the content. Therefore, writing is not an instant activity but also need practice to improve writing ability.

4. The Types of Writing

According to Nation (2009), "the types of writing are in the form of formal letter, resume, summary, paraphrase, narrative, description, exposition, analysis, definitiion, classification, argument, literary, advertisement, and journal writing". In line with O'Malley (1996),there

are three types of writing; they are: informing writing, expressive/narrative writing, and persuasive writing.

5. **The Purpose of Writing**

Written work is done for a purpose and for a particular audience. It is an important way of encouraging writers to keep their goals in writing. In addition, Nation (2009), the purpose of writing is to learn, to convey, to signal, to convince, to entertain, to store information. According to Dalman (2014), writing has six purposes as explained below:

a. Task

In general, the students write something to accomplish the tasks from the teacher such as paper, report or essay.

b. Esthetic

Esthetic refers to creating esthetes in literature such as poetry, short stories, and novels. The writer should really look at the diction and language style in his composition.

c. Explanation

Explanation gives information to the readers. Therefore, the writer is capable of providing information as the reader needs, e.g. in politics, economics, religion, social and culture. It is usually taken from printed-media.

d. Self-statement

Self-statement is usually found in personal letters in order to emphasize something.

e. Creative

Writing is related to creative process especially in literature as poetry or prose. The writers use their imagination when they explore their ideas in order to interest the readers.

f. Consumptive

Consumptive is more oriented to business. The writer focuses on readers' satisfaction in order to make the interested in their writing, for example novels.

6. **The Nature of Teaching Writing**

According to Brown (1994), argues teaching is guiding and facilitating learning, enabling the learner to learn, setting the learning situation. Teaching writing is to guide and facilitate in writing while learning process goes on. Writing is used as a tool to help students practice and work with language they have been studying. This is particularly useful for the teacher and the learners who need a mix of visual and kinesthetic activity.

In addition, Pobywajilo (2001), teaching writing can represent students' understanding about the subject. In that situation, teachers give a better idea of what students really know and understand from writing. He also says that teaching writing refers to consolidating the language. It is clear that the way to organize the students' writing and the way to offer advice and correction depending on what kind writing they are involved in.

7. The Nature of the Text

Written text is produced to give information for the readers. According to Jacobs (2002), texts are made of words which are used to make meaning. That is why in a society there are contain text types. Another word for text types is genre.

According to Gerot (1994 p. 191), "there are 12 text types or genres; they are: recount, reports, analytical exposition, explanation, discussion, and reviews". In this research, the text type which is used is recount where the students are expected to be able to create it into a good written text.

Every text types have certain purpose, generic structure (text organization) and language features. In addition, Gibbons (1993) says that each type or genre has its own particular language features which a writer must understand. The writer in a foreign language, acquiring the ability to make appropriate choices in order to create text which a reader will regard as suitable must be considered a major task, requiring both recognition of differences between text forms and the linguistic resource to take these differences into account.

8. The Recount Text

According to Heineman (2004 p. 45), recount text retells or recounts past experiences. Recount text is the form of writing which is used to propose the series of event that happened chronologically and aims to inform and to entertain the readers.

In reference to Holland in Murdoch (2000), recount text tells about personal experiences and involves series of events. In addition, the focus of a recount text is to retell the sequential specific events.A recount text is a retells events or experiences in the past (Astrid, 2010) . Its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved.

According to Knapp and Watkins (2005), recount text is written to retell events with the purpose of either informing or entertaining their audience or readers. The students are expected to express their ideas about the experience or last events focused to inform the readers. In addition, he says that recount is simples text type in the genre of narrative. Formally, recount is a sequential text that does little more that sequences a series of events. This idea is accordance with Pardiyono (2007), who argues that there is no complication among the participants and that make it simple and different from narrative.

A recount text is generally based on the direct experiences of the author but may also be imaginative or outside the author's experiences. That is why recount text have more than one type. According to Derewianka in Helena(2004 p. 37), identifies three types of recount texts.

They are personal recount text, factual recount text and imagination recount text.

a. Personal recount text

Personal recount text is recounting an experience in which the writer has been directly involved in and may be used to build the relationship between the writer and the reader, e.g. anecdote, diary journal, personal journal, personal letter and personal experience. In personal recount text, the writer tells about what happened during events in which he/she was directly involved.

The organization of personal recount text is explained below:

1) Orientation (involves who, where, when in the story)

2) Events (tell what happened in a chronological order)

3) Evaluation (comments of the writer/ speaker about the experience)

4) Re-orientation (the conclusion of the experience and it is optional part)

b. Factual recount text

Factual recount text is retelling an event or incident which is in outside of the writer experiences. In factual recount, the writer is the observer who is in the outside of the event; he or she does not involve in the event.

c. Imaginative recount text

Imaginative recount text is called as recounting imaginary events. In imaginative recount, the writers tell about imaginary events or takes on a fictitious.

In this research, recount is limited to personal experience by retelling events in which the writer has been directly involved.

9. The Factors Influence Student's Writing Ability

According to Brown (2000) there are two factors influence to students' writing ability, it's personality factors and sociocultural factor:

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.

b. 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:

1) Self-Esteem

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

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

b) 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.

c) 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 acquistion process: speaking, writing, a particular class in a second language .

2) 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 acquistion. 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.

3) 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.

4) Anxiety

Anxiety is a factors 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.

5) Empathy

Empathy is the process "putting yourself into someone else's understands what another person is feeling."

6) Extroversion

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

c. 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 p. 188-189)

Firsly, 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 communications 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.

The example of personal recount text

<div align="center">My Holiday In Parangtritis Beach</div>

Orientation

Last year, I and my family went to Parangtritis Beach. We went to Parangtritis Beach by my car. I was very excited to go there

Events

Our trip to Parangtritis beach spent time for 2 hours on the way. I slept in the bus during the trip. We arrived at 3 pm at Pangandaran Beach.. After that I and my family went to replace our clothes to swim and we walked to the beach together.There were so many activities that we did nin the beach, such as swimming, water playing, chasing each other on the seashore, and banana boat riding. We played on the beach about 1 hour. Right at 5 pm, we all had a rest and prepared to go home. We felt family and togetherness atmosphere at that time. That moment is so unforgettable.

Re-orientation

That was my short holiday in Parangtritis beach. But, I was very happy because that was my first experience to go to the beach

B. Relevant Research

There were many relevant researches which had relevancy to the research in writing area. Dealing with this research, the writer took some relevant researches which had been investigated by them concerning about the ability of learners in writing area, and most of them got the same conclusion that the students' ability in writing was not good beacuse of certain factors, especially in relation to the grammatical aspects and the other requirements of a good writing.

To avoid the same title used in the research, the researcher shows the relevant research. First, Nunung Sri Andayani (2013), in her researcher entitled " A Study on Students' Ability in Writing Recount Text at Senior High School Anjasa Jember". The sample of her research was 39 students from X-8 class. This research applied inter-rater reliability. It means that the students' recount text writing was scored by two raters. They were the researcher herself and the teacher. According to result of the research, it was found that the students' ability in writing recount text was categorized as poor.

Second, the same research is still about writing recount text at the second grade of junior high school is by Fitri Purnama Sari (2013), entitled "An Analysis of Students' Ability and Problems in Writing Recount Text at Grade VII of SMPN 29 Padang. The data of this research were collected from 30 students of second year of SMPN 29 Padang. The instruments used were a writing test and questionnaires. In this research the average of the students got the mean scores under 60. It means that the second year students of SMPN 29 padang are in average level in writing ability.

C. Operational Concept

Operational concept is the main element to avoid misunderstanding and misinterpreting in a specific study as a concept, still operated in abstract from the research planning interpreted in to particular words in order to be easy to measure. As Syafi'i (2016), stated that all related theoretical frameworks can be operated in the operational concept. This research is a descriptive research that focuses on the ability in writing recount text of the tenth grade students at Senior High School 2 Pekanbaru.

The indicators of the students' ability in writing recount text:

1. Students are able to write content clearly
2. Students are able to find out organization correctly
3. Students are able to use grammatical using simple past tense of recount text
4. Students are able to use vocabulary appropriately
5. Students are able to use mechanics based on spelling, punctuation, and capitalization.