

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Writing Ability

Writing is one of the language skills that is important in mastering English. It is also an essential subject that should be taught in senior high school level. According to Troyka¹³, writing is a way of thinking and learning. Through writing, the students can get opportunities to explore the ideas and understand information. Besides, writing can be understood as a way of discovering. It involves a series of steps, it cannot be finished perfectly only in one step because writing involves exploring process of writer's thoughts that tries to make unexpected connections among ideas and language. From the statement before writer concludes that writing is very important because through writing students can explore their ideas and also get new experience as a knowledge for them.

Mohini Bachani stated that there are three main aspects of writing¹⁴, there are: purpose or objective, audience or readers, and function of the writing it self. A paragraph is always written with a purpose or objective. Students should be clear about the purpose or objective of that writing. Students also have to consider the audience or who is going to read that writing. The last, students have to consider the function of that writing. The function decides the nature of writing. What kinds of paragraphs students want to write, a recount, a narrative, a

¹³Lynn Quitman Troyka. Simon and Schuster: *Handbook for Writers*. Third Ed. (New Jersey: Prentice Hall, 1993), p. 1

¹⁴Mohini Bachani. *Op.cit.*, p. 2

descriptive a report etc. Furthermore, Grenville stated that in writing you also need to focus the purpose and audience of writing. The purposes of writing are as follows¹⁵:

1. To Inform

The writer generally explains or describes an idea, a process, an event, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

2. To Persuade

The writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers' logic or emotion. Persuasive writing seeks to change the reader's mind or at least to bring the reader's point of view closer to the writer's.

3. To Entertain

The writer gives some efforts to make reader laughed, smiled, fascinated, surprised or even angry.

Based on the purposes stated above, the writer concludes that in writing the writer should give information to its readers. Furthermore, it is hoped that it can persuade and entertain the readers. So, writing product can influence the readers' mind. Besides knowing the purposes of the writing, writer should also know the readers or the audiences. In writing, the audience is an important consideration. Before the student or writer put anything on paper, he or she should

¹⁵Lynn Quitman Troyka. Simon and Schuster. *Op.cit.* p. 3

consider exactly who will be reading it.¹⁶ These readers are the audience, and the students or writers may need to change writing styles slightly to capture the interest of different ones. By thinking of the audience, they can focus on the entire of the contents of writing. In other words, audience will help the students or writers to focus on what types of materials they need to include. So, the students or writers should consider the audiences or the readers before do writing activity.

According to Hughey, there are five components needed to create effective writing, such as content, organization, vocabulary, language use, and mechanics. Those five components are as follows¹⁷:

a. Content

It means that the ability to think creatively and develop thoughts, excluding all irrelevant information.

b. Organization

It is fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive.

c. Vocabulary

The writer should master using correct words, choosing of the words, and idioms.

d. Language Use

In writing a text, the writer should master of the grammars' knowledge because of very important. Grammar or language is description of

¹⁶ <http://www.wisageek.org/in-writing-what-is-an-audience.htm>.

¹⁷Jane B. Hughey, et al. *Teaching ESL Composition: Principles and Techniques*. (Massachusetts: Newbury House Publishers, Inc, 1983) p. 139

speaking and writing habits of people who use it. Language use or grammar is very important, because without them, writer will not be able to write well.

e. Mechanics

Then the writer should master about the mechanics. The writer should master using punctuation, spelling, and capitalism.

To produce a good writing, students should consider aspects of writing that explained above. The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.¹⁸ Besides, writing ability means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.¹⁹ Writing ability should be mastered by the students. The most important aspect that should be done by students to improve their writing ability is practice in writing.

According to McDonough, there are three steps of writing process, they are:

1. Pre Writing: in this process, the students jotting down ideas and preparing provisional plans. It stimulates thoughts for getting started.
2. Drafting and redrafting, involving reviewing and revising; in other words, working out what to say and how best to say it.

¹⁸Admin. *Definition of Writing Ability*. Retrieved on February 22, 2013. <http://teachingenglishonline.net/definition-of-writing-ability/>

¹⁹SIL International. *What are Writing Skills?*. Retrieved on February 23, 2013. www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.

3. Editing the pre-final version. It is as final process of writing after the students review and revise their writing.²⁰

Writing is likely to encourage thinking and learning when students view writing as a process. The writing process includes prewriting, drafting and editing. Writing is a recursive process, that every writer uses the process in a different way. Writing is also as a product.

There are three kinds of writing genres that second language learners need to acquire.²¹ They are academic writing, job-related writing, and personal writing. Recount text included in academic writing where it is needed to academic purpose. Each of writing genre has different purposes and text structure. Teaching writing is not an easy matter. It needs appropriate strategy in order that the students are active and creative in producing writing. As the writer said before, the appropriate strategy that can be used is inductive writing, where it can help in improving students' writing ability. In this research, the writer focuses on applying inductive writing strategy in teaching writing of recount text of the first year students at MAN 1 Pekanbaru.

2. The Nature of Recount Text

Recount text is one of the types of writing besides narrative text, descriptive text, procedural text, argumentative text, and analytical exposition. Recount is a story that is created by someone and has a series of even. It has a

²⁰ Jo McDonough and Christopher Shaw. *Materials and method in ELT*. (United Kingdom: Blackwel, publishing, 2003) p. 164

²¹ H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. (San Fransisco: Longman. Com, 2003) p. 219

purpose. To tell the readers what happened in the past through a sequence of events.²² That is the purpose of the recount.

Besides the social purposes, there are also two kinds of recount text, the first one is personal recount and the second one is factual recount. In this research, the researcher only focus on personal recount. The following explanation is the generic structures of the recount text:²³

a. Orientation

This stage contains who were involved in the story, when, and where it happened.

b. Events

This stage tells what happened in sequence/ a chronological order.

c. Evaluation

It contains the comments of the writer about the experience.

d. Re-orientation (optional)

This stage states the conclusion of the experience.

In writing recount text, there are some language features that should be considered by the writer. The language features are as follows:

a. The use of nouns

b. The use of action verbs

c. The use of past tenses

d. The use of time conjunctions

²² Th. M. Sudarwati, et al. *Look Ahead 1 An English Course for Senior High School Students year X*. (Jakarta: Erlangga,2007) p. 30

²³ *Ibid*

From the statement above, the writer concludes that, in writing recount text, all of the generic structures (chronological orders) should exist in our writing. It is very crucial because if we do not put one of them, our writing will not be a good writing and make the readers confused about our writing.

3. The Factors that Influence Students' Writing Ability in Recount Text

There are some factors that influence writing ability in recount text; one of them is lack practice. Practice has important role in writing. If the students lack of practice on their writing, they will not be able to produce good writing. The influential factors of students' writing ability may not be separated with the influential factors of learning. According to Syah, there are three big factors that influence students in learning process. They are as follows:

- a. Internal factors, which include physical and psychological aspects, such as interest, intelligence, motivation, attitude and talent.
- b. External factors, which include environment factors (non social and social factors).
- c. Approach to learning, which include method and strategy that is used by students.²⁴

Based on the factors that influence students in learning process above, the writer concludes that the teachers not only should understand about students' personality and needs but also about strategy that applied in teaching process. Strategy is included approach, where it also influences students' writing ability.

²⁴ Muhibbin Syah. *Psikology Belajar*. (Jakarta: PT. Raja Grafindo Persada, 2003) p. 145

In this research, the writer used inductive writing strategy in English writing teaching and learning process of the first year students at MAN 1 Pekanbaru.

4. The Nature of Inductive Writing Strategy

Inductive writing is one of the variations of inductive learning. Inductive learning by Hilda Taba (1971) proposed by engaging students' natural potential for induction, educators could successfully encourage students to assume more responsibility for their learning while deepening their insight into the relationship between the big ideas and key details that make up lessons, units, and diciplines.²⁵ Though it has many uses in the classroom, inductive learning is most commonly used to help students organize the vocabulary for a given unit, introduce new topics or units, and review. However, Harvey et al stated that a growing number of educators have learned how simple "twist" can put the power of inductive learning to the task of improving students' reading, writing, and mathematical reasoning skills."²⁶ Dealing with the statement before, obviously one of the variations of inductive learning is inductive writing.

Inductive writing is a strategy that emphasis on assembling details, identifying the big ideas that unite those details, and organizing information into a meaningful structure corresponds directly to the challenges many students face when asked to write.²⁷ Inductive writing is most commonly used to helps students organize the vocabulary and generate ideas related to the topic. On the other hand, this strategy can be applied in different types writing especially for recount text.

²⁵ Harvey F. Silver, et al. *Op.cit.* p. 123

²⁶ *Ibid.* p. 127

²⁷ *Ibid.* p. 105

There are some possible steps that might be applied in using Inductive Writing. They are as follows²⁸:

1. The teacher has the students generate ideas related to the assigned topic or unit. In this step the teacher gives students some questions that can help them to collect the ideas/words.
2. The teacher has the students group the words into related categories and assign labels. After that the teacher asks the students to write a sentence or a phrase for each group.
3. The teacher works with the students to help them turn their sentences or phrases from Step 2 into clear topic sentences.
4. Last, the teacher asks the students generate their paragraphs.

Explanation above is about teaching steps of inductive writing strategy that used in teaching writing at the first year students of MAN 1 Pekanbaru.

Based on the explanation above the writer concludes that inductive writing strategy can be useful to help students in writing recount text because it helps students to find some ideas, organize information, and also unite all of them into a meaningful recount text.

5. The Effect of Using Inductive Writing Strategy toward Students' Writing Ability

Writing produces words to become sentences and create sentences into a paragraph. Writing also expresses the ideas through symbols on the paper that will have meaning that could be communicated to other people. There are many genre

²⁸ *Ibid.* p. 129

of the text in writing, such as recount text, narrative text, descriptive text, report text, procedure text, and analytical exposition text. In this research the writer just focus on recount text.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.²⁹ Assets in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. Its focus is on a sequence of events. It begins is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incidents.³⁰

In writing recount text there are some questions that can ease students to write recount text. The questions are: who were involved in the story, when did the story happen, where, etc. It is the same as inductive writing steps (procedures). In the first step (procedure) the teacher gives students some questions that can help them collect the ideas/words, that is why inductive writing strategy can be used in writing recount text.

²⁹Quantum Enterprise. *Recount Text*. Retrived on Nopember 16, 2013. <http://thinkquantum.wordpress.com/2009/11/11/recount-text/>

³⁰ Derewianka, B. *Exploring How Texts Work*. (Australia: Sidney, 1990), p. 15

There are three benefits of inductive writing, they are:

1. This strategy can help the students in organizing details.
2. This strategy can help the students identifying the big ideas that unite those details, and structuring large amounts of information into meaningful sets.
3. This strategy can be used in various subjects.

B. Relevant Research

Michael Ledford, an elementary school teacher has used this inductive writing for years (2007). He said that thinking inductively is critical to the writing process. In fact, this strategy corresponds directly to the problems in which many students have when they are writing.³¹

In 2012, Elfi Rahmi Jufri³² conducted a research entitled “The Effect of Using Comparison and Contrast Technique toward the Ability in Writing Descriptive Essay of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru”. She tried to find out whether or not there was significant influence of comparison and contrast technique toward students’ ability in writing descriptive essay of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru. From the research, she found that there was significant comparison and contrast technique toward students’ ability in writing descriptive essay of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru. It is different from

³¹*Ibid*

³²Elfi Rahmi Jufri. *The Effect of Using Comparison and Contrast Technique toward the Ability in Writing Descriptive Essay of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru*. (Pekanbaru: Unpublished, 2012), p. 44

this research. In this research, the writer used inductive writing strategy to give effect toward students' ability in writing recount text of the first year students at MAN 1 Pekanbaru.

C. The Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present the assumption of this research:

- a. Students' ability in writing recount text is various.
- b. Inductive writing strategy will give significant effect toward students' ability in writing recount text.

2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

- a. The Alternative Hypothesis (H_a): There is a significant effect of using inductive writing strategy toward students' ability in writing recount text of the first year students at MAN 1 Pekanbaru.
- b. The Noll Hypothesis (H_0): There is no significant effect of using inductive writing strategy toward students' ability in writing recount text of the first year students at MAN 1 Pekanbaru.

D. The Operational Concept

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding about the research. There are two variables in this research. They are independent and dependent variables.

Independent variable is using inductive writing, which is simbolized by X while the dependent variable is students' writing ability, which is simbolized by Y.

Variable X

The following treatment as a collection of procedures of the implementation of inductive writing strategy:

1. The teacher has the students generate ideas related to the assigned topic or unit. In this step the teacher gives students some questions that can help them to collect the ideas/words.
2. The teacher has the students group the words into related categories and assign labels. After that the teacher asks the students to write a sentence or a phrase for each group.
3. The teacher works with the students to help them turn their sentences or phrases from Step 2 into clear topic sentences.
4. Last, the teacher asks the students generate their paragraphs..³³

Variable Y

The indicators of the students' writing ability are as follows:

1. The students are able to express and develop their ideas in writing recount text.
2. The students are able to write a recount text by using a good organization.

³³ Harvey F. Silver, et al. *Loc. Cit.*

3. The students are able to write a recount text by using correct vocabulary.
4. The students are able to write a recount text with good grammatical features.
5. The students are able to write a recount text with correct mechanics.³⁴

³⁴ Jane B. Hughey, et al. *Op. Cit.*, 140