

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents theories that are related to the study, the review of previous studies and research model.

2.1 Concept of Writing

Writing is one of the subject in English class that should be learnt and understand by students. According to Harmer(2004: 31) writing is one of four skills that should be mastered by students. It has formed part of the syllabus in the teaching of English. Writing is taught after listening , speaking and reading (Oshima and Hogue, 1999 :

2.1.1 Definition of Writing

Serano et al (1971: 38) explained that writing is an art and like any other art it has to be learnt. Likewise, Walvroord (1985: 4) states that writing as a useful tool for discovering and thinking. According to him, to improve the writing, we must know what effective writing looks like how to plan and carry out a writing task.

Besides that, the writing defines at the act of forming graphic symbols according to certain conversation, to form words, and words have be arranged to form sentences. (Penny Ur, 996)

2.1.2 Steps of Writing

Serrano and Edna (1971 : 141) mention some steps of writing, there are ; (1) Selecting the subject, (2) Limiting the subject, (3) Organizing the composition, (4) Making an outline , (5) Writing composition, (6) Revising.

In addition Broyles et al. (1987: 152) divided writing process into four simple steps:

1. Think about what you are going to write, read about it or tell about it with others. Gather as many ideas as you can. This step is called prewriting.
2. Decided which of your ideas belong together plan the order you will use when you write. This step is called organizing.
3. Put your ideas on paper; don't worry about handwriting, commas, or end mark. Just try to put down your ideas clearly. This step is called writing.
4. Read what have you written; decide how you can improve what you have written. Then make a neat copy. This step is called revising.

2.1.3 Principle of a Good Writing

Serrano (1971: 138) and Diana (1985) state the principle of writing cover unity and coherence. Serrano and Diana have the same point regarding those principles. Unity means " oneness of idea in sentences and n a paragraph". Mills and Walter (1985) propose five basic principles of good technical writing as follows. (1) To always have in mind specific readers real or imaginary, when we are writing a report. (2) before we start to write, always decided to expect purposes of to report. (3) Use language that is correct and familiar. (4) At the beginning and the end of every section of our report check our reader what we are to tell them,

sedoncly we tell them what should be told. (5) To make our report attractive to look at.

2.1.4 The Problems of Writing

Byrne (1988 : 4) thinks that because the absence of the prosodic features in writing, the writer has to compesate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structure and by using appropriate connecting devices so that the next can be interpreted on its own. Similarly , Hedge (1988: 5) thinks that so as the writer to compensate the absence of the prosodic features in writin, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effecting writing in English.

2.1.5 Aspect of Writing

According to Spratt, Pulverness and Williams (2005:26), writing involves two subskills, i.e. accuracy and having a message. Accuracy means using correct forms of language . writing accurately also involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentence correctly, and using paragraph correctly. In short, writing is not only about accuracy, but also having a message and communication it to other people successfully. To deal with this, students need to have ideas, organize them well and express them in an appropriate style. In addition, a good writing conveys a meaning to the readers. It is like a bridge that communication message to others. Meanwhile, Brown (2001:

357) states that there are many constituent parts that should be considered by students in writing. There are at least six aspects of writing.

1. Content : related to the ideas, the development of ideas through personal experience, illustration, facts and opinions.
2. Organization ; deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing.
3. Discourse ; consist of topic sentences, paragraph unity transitions and structure.
4. Syntax ; related to the sentence structure or word order.
5. Vocabulary ; refers to the word choice or diction in writing.
6. Mechanics ; contain spelling, punctuation, effectiveness, and appearance.

In short, writing comprises five important elements namely content, organization, discourse, syntax, vocabulary, and mechanics. However, they can be simplified into three aspects namely ideas, grammatical features, and organization. From the statements above, we can conclude that students can improve their writing skill by having good understanding those aspects. Because those aspects are the prior knowledge for beginning to write.

2.2 Recount Text

There are 12 kinds of text they are; Procedure, Recount, Narrative, Descriptive, News Item, Report, Analytical exposition, Spoof , Hortatory Exposition, Explanation, Discussion, and Review.

In this study writer focused on Recount Text. Recount Text is one of the texts that recall and reconstructs even, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while other will aim to both inform and entertain. All recounts reconstruct the past, the purpose, audience

and focus will vary according to the form used. Many resultant readers or writer find this text type accessible and manageable because it is generally based on fact rather than fiction.

2.2.1 The type of Recount Text

According to Derewianka (1990) there are five types of recount text, they are:

1. Personal Recount

Personal recount is retelling an event that the writer was personally involved in for example; personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person(I and We) and often to entertain and to inform the readers.

2. Factual Recount

Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, new recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.

3. Imaginative of Literary Recount

Entertain the reader by recreating the event of an imaginary world as though they are real such as fiction.

4. A procedural recount

A procedural recount records the steps taken in completing a task or procedures. Example : include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

5. A biographical recount

A biographical recount tells the story of a person's life using a third person narrator (He, She and They). In this case, of autobiography, first person narration, (I, We) is used.

2.2.2 The generic structure of recount text

A recount text usually has three main sections : orientation, sequence of Event and reorientation.

The stage	Function
Step 1: Orientation	Introductory paragraph that tells, who, what, where and when.
Step 2 : Sequence	A sequence of events i the order in which they occurred.
Step 3 : Reorientation	A conclusion.

It can be elaborated the three sections of recount text as follows :

Step 1 : *Orientation*

Orientation introduces the paarticipants, place and time. It provides all the necessary background information to make sense of the text. 5W questions (who, what, where, when, and why) are used in order to have systematic and through information. Therefore, what happened, who or what was involved in the story, why where, and when the events occurred needed to write.

Step 2 : *sequence of events*

This step tells the sequence events that happened in the past based on the time and place when it occurred.

Step 3 : reorientation

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

2.2.3 The Language Features of Recount Text.

Recount text usually include the following language features :

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (*for example, first, next, then*)

2.2.4 Example of Recount Text

BAD SCORE

I got really bad score last exam. The exam that i did wash math. Mr. Puguh was the teacher of my math lesson in my school. He was very scary person. He told us to do the exam exactly at the time. I wasn't ready at the time because i didn't study the material the night before. I did my best then, even though i got an E.

That was my bad score ever. I was regret i didn't study the night before.

2.3 Review of Related Studies

In this sub chapter, writer is trying to present the review of the studies which theoretically inspiring this writing .

Marhaban (2002) conducted a study entitle : *A Study On The Ability On Writing A Composition Based On The Picture And Clues. Kupang*. He conducted

a research on write down English words as dictated by the teacher of English. He discussed about the ability in writing composition by using picture clue and his study was focused also on grammar and vocabulary. The study founded that students were able to write down a composition based on the picture that given and on the other hand of this study he is founding that the students not only master the meaning of English words but also have know the alphaetic structure.

Plaituka (2008) conducted a study entitle : *A Study On The Ability on Writing A Composition Based on the Picture and Clues. Kupang*. He conducted a research on writing a composition based on the picture and clues. The mistakes committed by the students are grammar and follows by vocabulary. The result of this study the students were able to write a composition based on the picture clues.

Ayu Suhrtiny (2010) conducted a study entitle: *A Study on the Ability in Writing English Application Letter by the Third Grade Students of Smak3 in the School Year 2010/2011. Kupang*. She conducted a research on writing English application letter. She found that the students difficulties in writing letter based on the content.

Daton (2010) conducted a study entitle : *A Study on the Ability in Writing English Words Read From a Text of the Second Year Students of SMPS Nyiur Melambai the Boleng in the School Year 2009/2010. Kupang*. He conducted a research on writing English words read from a text. He focuses on writing English words read from a text and mistakes committed. The mistakes committed by the students are misshearing sound, wrong form, more missing grammatical clues, error of ommision, errors of addition or insertion, creative errors, and mechanical

error and fluency. At the end of this study he knew the students ability in writing skill and the students were able to write English words.

Mulyani(2015) conducted a study entitle : *Improving the Student's Ability in Writing Procedure Text Through Demonstration (A Classroom Action Researchwith of Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015)*. This research has same skill with the two theses above. The researcher wants to improve students' ability in writing procedure text using demonstrations involved their ability in content, organization, vocabulary, grammar, and mechanic. So, the reseacher hopes that this researcher can fill in the gap in teaching writing procedure text.

Juita (2018) conducted a study entitle : *A Study on The Writing Abilty of The Tenth Grade Students of Sma Seminary St. Rafael Oepoi Kupang in Writing Procedure Text in the School Year 2017/2018* . She conducted a research on writing procedure text. She found that the students are able to write procedure text.

2.4 Research Model

This study belongs to language teaching skill. Language teaching skill is divided into: speaking, writing, reading, and listening. In this study the writers focuses on writing recount text, and will assess three aspects in writing such as : grammar, vocabulary, and form.

