

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to discuss three main points that are related to this research such as theories and concepts, review of previous studies and conceptual framework.

2.1 Theories and Concepts

2.1.1 Writing

Writing is known as one of communication as well as a skill which is taught at school. It is seen as a process because we have to pass some stages before arriving at the last step (product of written work).

2.1.1.1 Definition of Writing

Tarigan (1994: 3) explains the definition of writing as a skill of language. According to him, writing is one of the language skills which is used to communicate indirectly, without having face to face with other people. Nunan (2003: 88) states his ideas about writing as physical and mental activity. It is about discovering ideas, develop them into statements and paragraphs that will be comprehensible to a reader.

From the definition of both experts above, the writer concludes that writing is a skill which requires a writer to build ideas and able to construct them well so the reader could not find any obstacle in understanding it. The ability to

produce good writing is needed since the writer does not communicate with the reader directly.

2.1.1.2 Purpose of Writing

The purpose is the aim of why we write something and everyone may have a different aim when he/she is writing. An educator may have different writing purpose with the journalist and vice versa. According to Sadlier (2015), there are seven purposes of writing.

1. *To Inform*: communicate ideas and information to others. For example journalistic writing, lab reports, research, economic reports, and business reports.
2. *To Entertain*: use language in a humorous way and is usually combined with explaining, informing, or arguing. For example a brief joke, newspaper column, television or podcast script.
3. *To Explain*: gather facts and combine with experience to clarify who or what something is, how it happened, or why something happened. Also called "expository writing." For example definition essay, process piece, cause-effect explanations.
4. *To Persuade*: use appeals of logic, emotion, and character to prove a point. For example: advertisement, debate.
5. *To Argue* special kind of persuasion that fairly and accurately appeals to logic, emotion, and character and uses evidence in stating point of view. For example problem-solution, research.
6. *To Evaluate*: specific kind of argument, that argues for the merits of a subject

and presents evidence for support. For example a book, movie, restaurant or music review.

7. *To Express* the thoughts and feelings of the author on a specific topic. For example journal or diary entry, letter, poetry, personal narrative.

2.1.1.3 Genres of Writing

Writing is important almost in every field of human life. Every field has its own genre of writing. Since this study is related to education, then in this part, the writer is going to discuss the genre in academic writing.

Sarwono and Purwanto (2013) present some genres in academic writing namely report, case study, research proposal, book review, literature review, reflective writing, an introduction, research result, research discussion, writing a conclusion, and research abstract. Below we will talk each genre one by one in more detailed.

1. An Essay

An essay is usually a short piece of writing in a particular subject. It is often written from a writer's personal point of view. Essays can be literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the writer.

2. Report

A report is a very formal document that is written for a variety of purpose, generally in the sciences, engineering and business disciplines. Reports are considered to be legal documents in the workplace and, thus, they need to be precise, and accurate.

3. A Case Study

A case study is the study of a person, a small group, a single situation or a specific case. A case study may show a correlation between two factors, whether or not a causal relationship can also be proven. In the beginning, we need a problem to solve. We will then lead the reader through the stages of an investigation, which we will describe and evaluate, to the solution.

4. Research Proposal

The purpose of the proposal is to train students to make scientific research writing. To construct a research proposal, we need to answer the following questions:

- a. What is the topic?
- b. What exactly is the research questions?
- c. What is the purpose of our work?
- d. Why the research is important?
- e. What do we already know about this topic?
- f. How will the research be conducted? What resources will be needed?
- g. What resource implications are there for the proposed research with regard to materials, equipment, library resources and so forth?
- h. How will the finding be useful?

5. Book Review

A book review is a form of literary criticism in which a book is analyzed based on content, style, and merit. The book review will include the author, the full title, the publisher, the place and date of publication, the edition.

6. Literature Review

The literature review is part of a larger piece of work, such as an extended essay, report or dissertation. Literature review starts by reading several related kinds of literature to find the information which is convenient with our topic and ends with a conclusion, explaining how our research will fill any gaps left by previous research.

7. Reflective Writing

According to Wikipedia, “reflective writing is a practice in which the writer describes a real or imaginal scene, event, interaction, passing thought, memory, or observation in either essay or poetic form, adding a personal reflection on the meaning of the item or incident, thought, feeling, emotion, or situation in his or her life”.

8. Writing Introduction

Introduction in our essay can tell readers how well our thoughts are put together, how well organized our entire essay is, and how well we write. An introduction has two purposes, namely; it gives readers an idea of what the rest of writing will say and it provides a reason for readers to keep reading.

9. Research Report Method

Research result should be reported in a written form. It consists of four parts. The first is an introduction which is divided into three sections namely problem, background, and hypothesis. The second is investigation which consists of procedure, and predictions. The third is results and the last is a discussion.

10. Writing Conclusion

A conclusion should stress the importance of the thesis statement, give the essay a sense of completeness, and leave a final impression on the reader. Therefore the conclusion should be: First, answering the question "so what", namely show our readers why this paper was important. Second, synthesizing not summarizing, namely, do not simply repeat things that were in our paper. Third, redirecting our readers, namely giving our readers something to think about, perhaps a way to use our paper in the "real" world. Fourth, creating new meaning, namely, we do not have to give new information to create a new picture.

11. Writing an Abstract

An abstract is a short summary of our completed research. It expresses the research problem, the methodology and research findings. These are the basic component of an abstract in any discipline: 1) Problem statement, 2) Methods, 3) Findings, 4) Conclusion.

2.1.1.4 Process of Writing

A well-written work surely has passed through long stages before arriving at the last process. According to Brandvik and McKnight (2011) process of writing are such below:

1. Prewriting

This is the step before writing the first draft. It helps writer producing and exploring ideas, and more important to gain success in the whole writing process.

2. Drafting

A written work that has been made commonly formed by some drafts. In the first draft, the students (writer) will begin it by writing some ideas quickly in hard draft type. This is the precise time for them to collect, exploring, and finding ideas without worrying about mistakes since the writer does not use all drafts. Those drafts will go on revision and far improvement in the next draft.

3. Revising and Editing

Revision is seeing back the writing outcome. In this stage, the writer will delete the unneeded part and add or still use appropriate parts. On the next drafts, the writer will pay more attention to re-arranging and uniting existing parts to become a unity. The last revision needs *proofreading* (doing better revision than before), *polishing* (perfecting what has been written), and *editing*.

4. Presenting and Publishing

This stage sometimes being deleted on writing activity at school. In fact, the teacher could ask his/her students to present it in front of the class, in a group or in the public forum; students' written work can be handed over for publication.

2.1.2 Kinds of Text

Yuliani (2008: 3) in her book "Identifying Kinds of Genre" presents five kinds of text which must be learned by junior high school students. They are descriptive, procedure, recount, report, and narrative.

2.1.2.1 Descriptive

Descriptive is a text that aims to describe a particular person, place or thing. Its generic structure covers two parts. The first is **an identification** that introduces the subject which is going to be described. The second is **a description** which describes a feature of the subject such as physical appearance, quality, general behavior, and characteristics.

2.1.2.2 Procedure

The procedure is a text which has the purpose to describe or tell how to do something. It has three main parts, they are **aim/goal, material, and steps**. Aim/goal is the purpose of that activity. Commonly it is written as the title of the text. Another part is the material. It covers the things that we need to make something but this part is optional. It can exist but sometimes it does not. The third part is steps which tell us the way that we have to do to achieve the purpose.

2.1.2.3 Recount

Recount text is a text that retells past events, personal experiences and has a purpose to report or entertain the reader. The generic structure of recount text covers three parts namely orientation, events, and re-orientation.

2.1.2.4 Report

The report is a text that gives information about an object or thing based on the observation. The generic structure of report text covers two parts namely **general classification** and **description**. General classification explains the subject of the report. Whereas description describes the subject being observed that covers, (1) part, (2) characteristic, (3) behavior or its usefulness.

2.1.2.5 Narrative

The narrative is an imaginative story which has the purpose to amuse or entertain the readers. Folktales, myth, legend, and fabel are kinds of narrative. The generic structures of the narrative text are **orientation, complication, resolution, and re-orientation**.

2.1.3 Recount Text

2.1.3.1 Definition of Recount

Anderson and Anderson (2002:3) said that recount text is a text which lists and describe past experience by retelling the order in which they happened (chronological order). Its purpose is to retell events with the purpose of either informing or entertaining their audience (or both). Mustriana and Kurniawati (2005:32) add that recount is text that retells an activity or event which happened in the past time.

From the explanation above, the writer concludes that recount is a text which retells past time activity or event with the purpose of informing or entertaining.

2.1.3.2 Kinds of Recount

Recount relates to experience in the past time, but it does not only talk about the experience. According to Yuliani (208:11), kinds of recount text are as follow:

1. Personal recount; retelling an activity that the writer has been personally experienced (E.g diary, personal letter).
2. Historical recount; a story about history, for example, history of Borobudur temple and Mataram kingdom.
3. Biographical recount; a story about someone's life that is written by other people.
4. Autobiographical recount; a story of someone's life that is written by him/herself. From the four kinds of recount text above, the writer will limit it only on the user of a personal recount.

2.1.3.3 Generic Structure of Recount

The generic structures of recount text are:

1. Orientation; a background that gives information about what, who, where and when.
2. Events; series of events that are told chronologically.
3. Re-orientation; re-introduce in order to make the conclusion.

2.1.3.4 Language Features of Recount

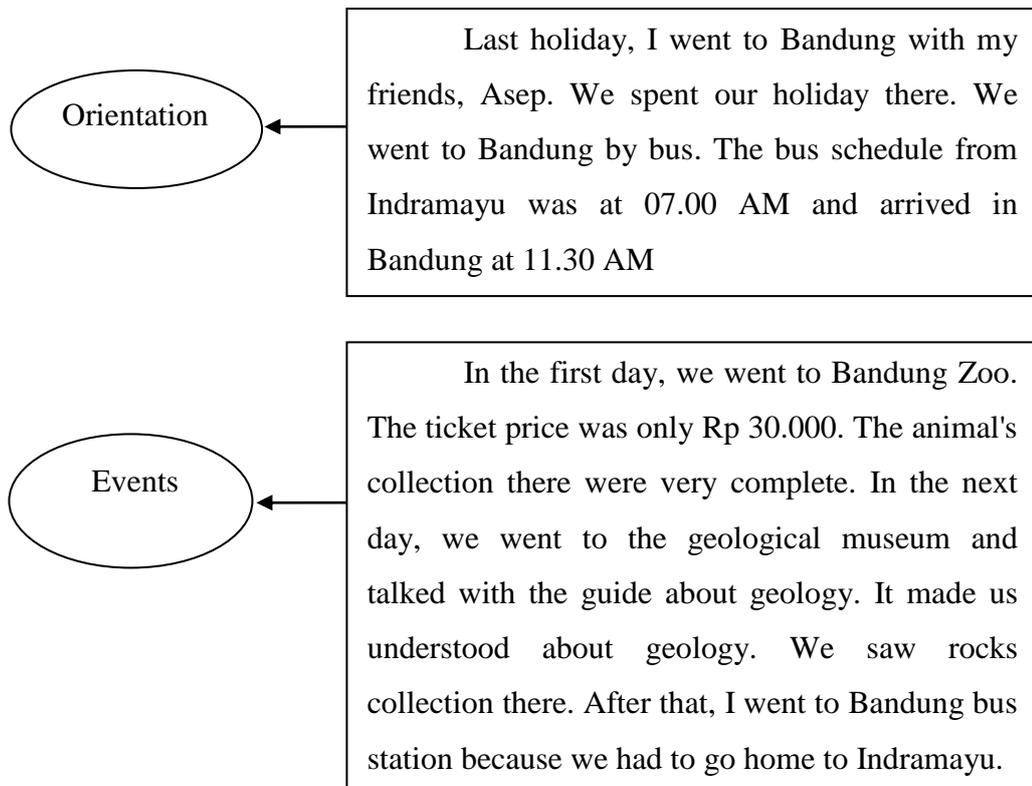
There are some language features of Recount Text as presented bellow

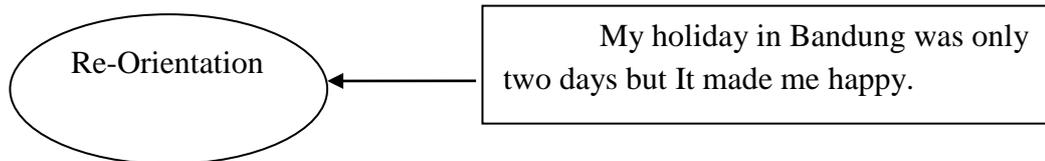
1. It Use simple past tense, for instance: I **went** to the zoo.”, She **was** happy.”

2. It Use nouns (Danna, Amel, and Aker, the dog) and pronouns (He, she, it, we, they).
3. It Use action verbs (E.g. slept, bought, paid).
4. It Use conjunction to connect one sentence to others (E.g. but, and, then, after that, next)
5. It Use adverbs to tell about time, manner, and place (E.g. yesterday, slowly, at my house)
6. It Use adjectives to describe nouns (E.g. beautiful, funny, careless).

2.1.3.5 Example of Recount

The House on Fire





2.1.4 Diary Writing

2.1.4.1 Definition

The diary is one of the oldest forms of literature in the west. These diaries contain stories of happening, hopes and fears of what might happen, memories, thoughts and ideas, and all the attendant feelings (Bolton). Astri Kurnianingsih (as cited on Ethical Lingua, 2016) says that a diary is a record (originally in written book format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period.

2.1.4.2 Benefits of Diary Writing

Adam Sinicki (2018) in his article “Benefits of Keeping a Diary” propose six advantages of diary writing. They are such below:

1. *It Cathartic*; we are often on a bad day and facing things that make us getting stress. In order to let them out, psychologists recommend "empty chair" technique where you can imagine a chair where someone is with you there and then tell them what your problem is. This is similar when you write down on a diary. It helps you release your emotion and makes you able to start each day feeling refreshed without the problem left over the day before.
2. *It Increases Self Awareness*; maybe you did not realize what specifically made you felt upset but by writing you will be able to realize the things were

playing in your mind. It is good for us to know ourselves, so keeping a diary is very good for your psychological well-being.

3. *It Helps Our Memory*; if you are kind of person who is easy to forget something then keeping a diary is a good way to avoid this. You can write down your ideas, thoughts, or experiences and things that are important for you. Once you forget it, then you can go back to diary and find it.
4. *Patterns Can Emerge*; keeping a diary helps you to look back to your bad days in the past and you can start noticing the things that lead to those days being bad. In the other side, you ever be on good days and you can find out what factors that help you stay in a good mood. This is a good way to take a step back and look at your lifestyle and habits in an objective manner.
5. *It Helps You to Focus on Achieving Your Goals*; if you have some kind of target, aims or goals, then using a diary or journal is a great way to be able to stay in the track of your progress and to note how well it is going.
6. *Improve Your Writing and Your Brain*; writing a diary on a regular basis helps you to improve your writing and communication skill. At the same time, regularly writing is good for your brain development and one way to ensure that you keep your mind active.

2.1.4.3 Features of Diary Writing

Diary as like other product of writing has its features. A good and effective diary entry should include some of the following points in its format:

1. Day, date and time of the entry.
2. A suitable descriptive heading of the entry you are putting on.

3. The detailed comprehensive body of the diary entry (i.e. contents).
4. A diary should be written in the first person and not in the second or third person.
5. A diary does not need to be formal. It can be written in an informal style.
6. Signature of the writer to give it much need authenticity.

2.1.4.4 How to Write a Diary

For the beginner in writing a diary, [wikihow.com](http://www.wikihow.com) proposes six ideas on writing a diary. They are as follow:

1. Keep your diary handy. One of the hardest parts of daily writing is getting in the habit of writing every day. Keeping your diary somewhere you can see it easily such as next to a bed, can help you remember to write every day.
2. Schedule time for writing. Many people find it helpful to choose a specific time to write each day. Common choices include right before bed or the first time in the morning. Having a schedule writing time does not mean you cannot write out of the schedule. You should feel free to write and you can write more than once a day.
3. Do not worry about others' opinion. Diary writing is for you, not for anyone else. When you write in your diary, do not worry too much about the rules of spelling and grammar or how other people might judge what you write. But if you want to improve your writing by using diary then other people correction which is concerned about spelling and grammar will be better for you. Such as in this study, the writer used the diary as a tool in learning recount text.

Therefore, spelling and grammar were important to be corrected by other people. Their correction will make you perform better in your writing later.

4. Create a “template” for entries. Some days, writing will flow smoothly and easily. Other days, you may find it is harder to get started. You do not know what to be written. Facing this situation, you can start by asking a few questions.
 - a. What did I do yesterday/today?
 - b. What lessons did I learn?
 - c. What did I read yesterday/today?
 - d. What are my plans for today/tomorrow?
 - e. What is the most important thing I must accomplish today/tomorrow/this week? Why?
5. Use bullet points for brief entries. Sometimes you may not have much time to write, or may just not feel like it. In this condition, it does not matter to write a short entry using some bullet points about events or thoughts that day. For example, “Met Danna for Lunch at Casa d’Italia.”, Started reading Crime and Punishment, interesting so far, but a little hard to follow. It is better to just write down a few notes rather than to skip a day without writing.
6. Do not give up if you miss a day. If you for whatever reason, not able to write your diary in one day, do not get discouraged. Your diary is for you, and there is no rule that says you must write every day. Try not to ever miss more than two days since it can make you get out of the habit of writing daily.

2.1.4.5 The Use of Diary Writing in Teaching Writing Recount Text

Writing is considered as a difficult skill to be learned. Donn Byrne (1988: 4) in his book "Teaching Writing Skills" gives three reasons why writing is difficult. *First, psychological problem.* Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use language and to getting feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. *Second, linguistic problem.* In oral communication, we speak spontaneously and we have little time to pay attention either to organizing our sentence structure. We can repeat, backtrack, and expand our sentences depending on how people react to what we say. Incomplete and ungrammatical utterances sometimes are not noticed. Otherwise, in writing we have to pay more attention to the grammatical of every sentence, being clear, so the text we produce can be interpreted on its own. *Third, cognitive problems.* Writing is learned through a process of instruction: we have to master the written form of the language and learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us. Considering the three reasons above, a teacher should find a way to help students in writing. He/she must be creative in teaching writing to students. Stuck only on one technique in teaching

only leads the students into boredom. Therefore having a rich knowledge of technique in teaching every skill is awesome.

In the teaching and learning activity, using diary writing as a technique in teaching recount text can be an option for the teacher. First, the teacher gives a model of diary writing then explain about it. For the exercise, the teacher asks students to write their past experience in the diary form. They should keep in their mind to make writing as part of their life. They should practice how to write an English text starting from their daily life because what they write is actually an example of recount text. Besides, they should consider some criterion to make a good writing recount text.

Junior high school students are those who are enthusiastic in telling their experience to other people especially the things that they could not forget. It will be great if we encourage them to pour it into a piece of writing which indirectly improve their writing. Hopefully, diary writing can make students easily digging their ideas, feel free to write their ideas and excited in the teaching and learning process.

2.2 Review of Previous Studies

Several studies regarding language skill especially writing and diary writing had been executed in the previous study by another researcher before this study is conducted. Those studies are discussed here.

The first study was conducted by Asti Kurnianingsih (2009) “**Writing Diary As an Alternative Technique in Teaching Written Recount Text**”. The

subject of this study was 38 students of VIII B class and 38 students of VIII C of SMP N II Bae, Kudus regency. These two classes were divided into an experimental group and control group. In order to help the writer in collecting data then the test was chosen as the instruments of the study. The test was held twice in both groups. Referring to the difference between students' pre-test and post-test score, it can be concluded that the using of diary writing can improve students' writing ability.

The second study was conducted by Aprilia, Jamaluddin, and Abdul at SMP Negeri 6 Palu. **“Improving Writing Ability of hhe Eight-Grade Students By Using Diary Writing”** The result of their study was published in e-Journal of English Language Teaching Society (ELTS) Vol. 3 No. 1, 2015. They conducted this study in order to prove that the use of diary writing was effective in improving the students' writing ability of the eighth-grade students of SMP Negeri 6 Palu. Their assumption was answered by seeing the mean score of the pre-test which is 26.50 and the mean score of the post-test which is 83.60. It indicated that the writing ability of the eighth-grade students had improved.

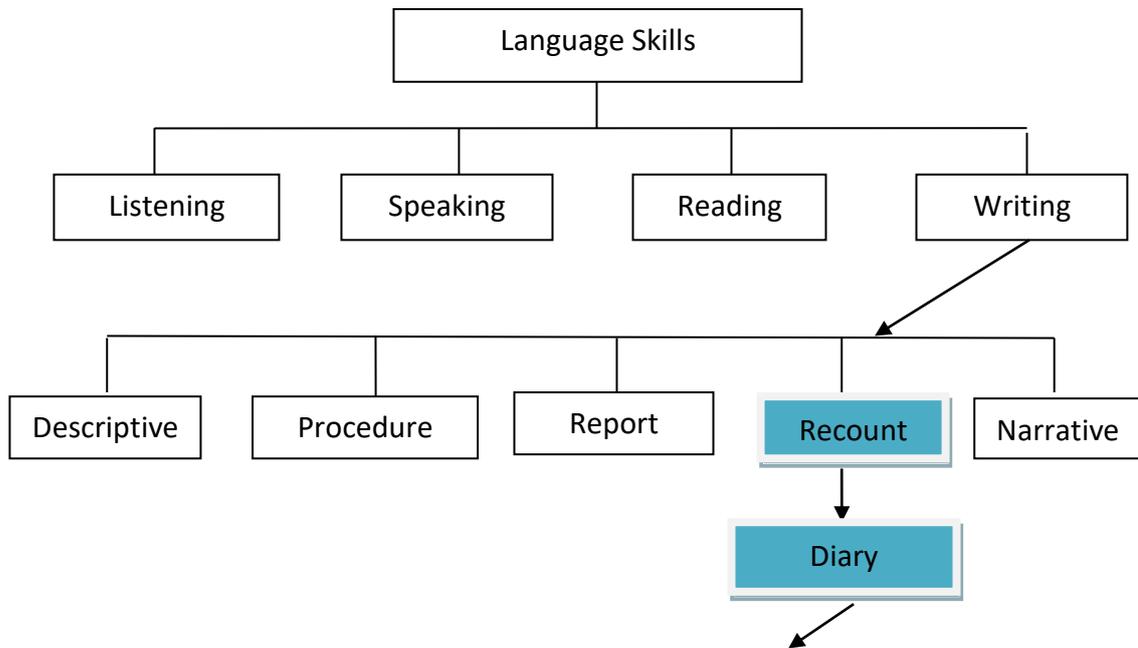
The third study was conducted by Nancy (2014) **“The Effectiveness of Using Diary in Teaching Recount Text to Improve Writing Ability of the Eleventh-Grade Students Of Sman 1 Nubatukan Lewolwba Lembata In The School Year 2014/2015”** Her objective in conducting this study was to find out whether a diary was effective in improving students' ability to write recount text. Like two previous researcher, Maria also got the same result. The implementation of diary writing helped students improving their writing, especially on recount

text. In the first cycle, the mean score was 56.25. Meanwhile, the mean score in the second cycle was 76.8. This data showed that diary writing brought good impact in increasing students' writing on recount text.

These three studies used the same instrument in collecting the data: pre-test, implementation, and post-test. Three of them found that diary writing was a great option for a teacher to teach writing recount text. This study was also conducted to see whether the diary is still effective as shown in the previous studies to improve students' writing on recount text.

2.3 Conceptual Framework

The English language has some basic skills. They are listening, speaking, reading and writing. This study is a concern about writing skill. Teaching writing itself does not stand alone. It is taught in the form of text types. The text types which are learned by Junior High School students are descriptive, procedure, recount, report, and narrative. The text type that will be used by the writer is recount text. Teaching recount text can be in a diary or personal letter. The writer limited it only on the using of the diary. Therefore, the title of this study is " A Study on the Use of Diary Writing to Improve Recount Text Writing ability of the Eighth Grade Students of SMPK Sint Aloysius Niki-Niki in the school year 2018/2019



A Study on the Use of Diary Writing to Improve Recount Text Writing Skill of the Eight Grade Students of SMPK Sint Aloysius Niki-Niki in the School Year 2018/2019