

CHAPTER II

THEORETICAL FRAME WORK

2.1 The Nature of Writing

According to Lexi (1992:112) writing is a mean of communication in which the writer uses the language to express his or her idea, thought, and feelings. Unlike the other three language skills, writing lets the students have a control over linguistics components that is the language knowledge to convey the meaning. It means that the writer must know about the content, format, sentence structure, vocabulary, spelling, punctuation, and the letter formation in order that he can develop information into coherent text. While, Bazerman and Prior (2004) stated that writing is process of incscription of incribing text onto or into some medium. This means writing activity needs medium such as paper, in stone, on electronics media, and the others to inscribe the text. Besides that, people also need some tools of inscryption like pens, pencils, computers printing presses, keyboards, etc.

Based on the theories above, it can be concluded that writing is a process of express or present writer through, idea and feeling by using some mediums and tools to inscribe the text.

According to Hughes (1989), there are five aspects in making a good writing. They are:

1. Grammar

It is important for the students to master because it is the basic to understand a language.

The basic grammar helps students to compose a text.

2. Vocabulary

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

3. Mechanics

Mechanics include some matters such as spelling, punctuation and capitalization. Spelling is important in order to make a meaningful writing. The meaning will be changed if a word is misspelled. Punctuation is a command for the reader to raise his voice or drop his speed and stop reading. If the writer missed it, the meaning will be changed.

4. Fluency (style and ease of communication)

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

5. Form (organization)

It is important for a paragraph to have form (organization), which means that all of the sentences in it discuss only one main idea, the paragraph has to have good form (organization).

2.2 The Purpose of Writing.

Writing is one of english skill which the writer expressed the idea or essential information to the readers in written language. According to (Miller, 2003), there are ten points of writing purposes as follows:

a. Writing to understand experience.

Writing to understand experience thus achieves at least two goals: Writers come to a better understanding of themselves, and readers come to understand experience different from their own writing to understand experience relies on thought and reflection more than on emotion and confession. Writing to understand experience means finding a truth that is conveniently stored somewhere in your head, some secret knowledge that, once uncovered, will explain everything you want to understand. Writing often leads to new perceptions. If you write thoughtfully about experience, you will be constructing knowledge as you proceed.

b. Writing to report information.

Writing to report information is arranged in a pattern so that readers can make sense of it.

c. Writing to explain information.

Writing to explain information needs to analyze or classify information, examine causes and consequences and define concepts by distinguishing them from other.

d. Writing to evaluate something.

Evaluation requires that the writer determines the nature or the quality of what he/she is judging. Evaluation also means determining importance, benefit, or worth. When writing an evaluation, the writer also needs to assure that he/she has credentials to make judgments about the subject he/she is addressing.

e. Writing to analyze images.

Like writing to evaluate, writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgment. Moreover, analysis is almost always instructive to some extent. As in writing to explaining formation, as well as in writing to evaluate something, writing an analysis helps readers to increase their understanding of the subject.

f. Writing to analyze texts.

Writing to analyze texts is not really different from writing to analyze images. Writing to analyze the texts is aimed to analyze the certain text.

g. Writing to persuade others.

Writing to persuade others means that the aim of the writing is to persuade the readers to act or to convince the reader to adopt the particular view or action.

h. Writing to inspire others.

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

i. Writing to amuse others.

Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity, and make the most of it.

j. Writing to experiment with form.

Writing to experiment with form is different from the previous purpose. It is about inventing something. Then, the invention is documented through writing.

2.3 Kind of Writing

Hedge (1998), divides the writing types into six kinds as follows:

a) **Personal writing** is writing for oneself, and includes various kinds of aide memories, as well as diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom. As we have seen, keeping journals in English provides valuable practice opportunities. It seems that personal writing is individual writing which used to write the important things in the person's activity.

b) Study writing is also for oneself and may never be shown to others. The student makes notes while reading, takes notes in lectures, and makes summaries for exam revision. All of these types require skills which can usefully be taught to students learning English for study purpose. It means that study writing is writing used as note for the students in their study.

c) Public writing is writing as a member of the general public to organizations or institutions, so that there are certain conventions to keep to in the writing. It includes such activities as writing letters of enquiry, complaint, letter to the editor, form filling, and applications. Different from the two kinds of writing above, in public writing the author shares his/her writing to public area. The writing's rule in public writing must be applied appropriately by the author.

d) Creative writing can include poems, stories, rhymes, drama, all types of writing which again are mainly for oneself but which may be shared with others. It is a kind of writing most commonly found at primary and lower secondary levels in mother-tongue classroom. In these contexts it has the values of helping personal and social development, building confidence and self-esteem, and developing writing skills through narrative. Some teachers report great success with creative writing in general-purpose English classes to adults, but careful decisions are necessary about its appropriateness and likely success with particular groups of adults.

It can be summed up that creative writing is used as development stage to write which mostly the content of writing is related on the literacy.

e) Social writing is a category which includes all the writing that establishes and maintains social relationships with family and friends. Social writing is used for people who want to send a message in order to establish or maintain communication with other people.

f) Institutional writing relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other fields. It may well be possible to draw up

a core of this type of writing which all professional people need to be able to write, e.g. reports, summaries, minutes, memos, etc. however, each area of activity will have its own specialized texts, such as legal contracts or academic essays. Language students in these more specialized groups can usually draw up specifications of their own needs in writing English, and provide authentic products. Institutional writing is used for people in the institution or professional area, this kind of writing is regarded as formal writing which the author has to conform to the writing's conventions.

2.4 The Aspect of Writing

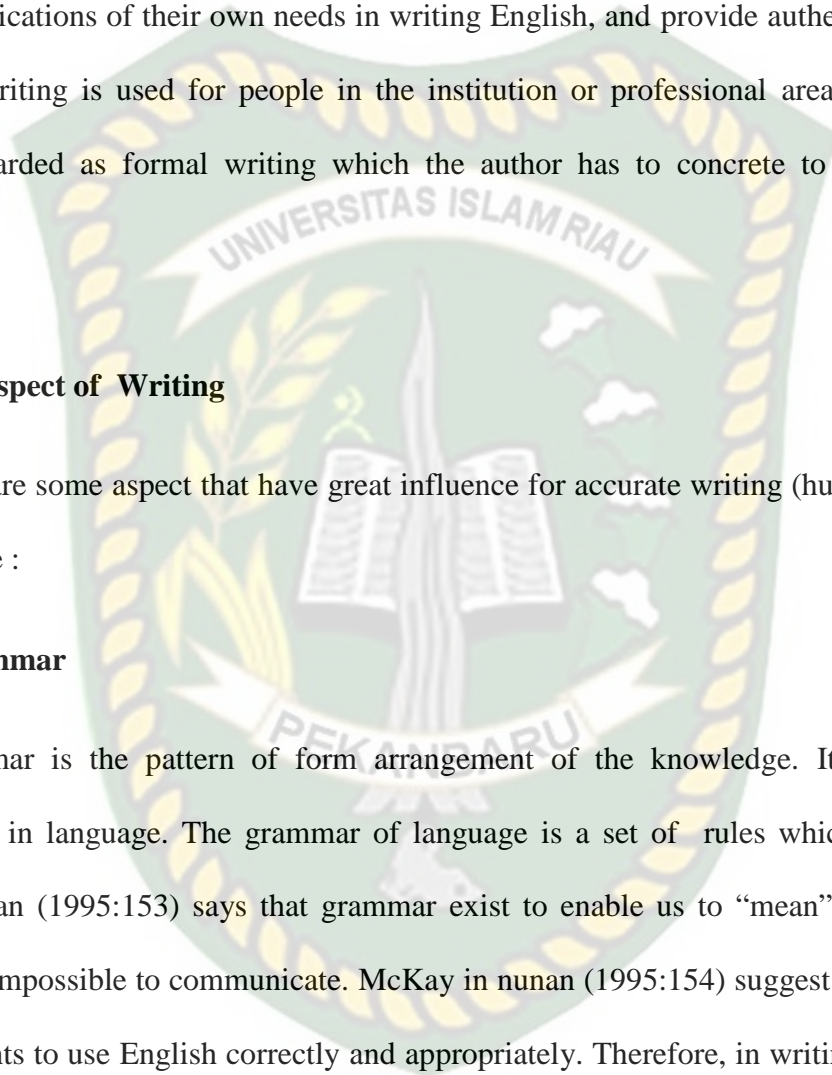
There are some aspects that have great influence for accurate writing (Hughes 1989 P : 91-93) they are :

1. Grammar

Grammar is the pattern of form arrangement of the knowledge. It plays a very important role in language. The grammar of language is a set of rules which govern the sentence. Nunan (1995:153) says that grammar exists to enable us to "mean", and without grammar it is impossible to communicate. McKay in Nunan (1995:154) suggests that grammar helps the students to use English correctly and appropriately. Therefore, in writing we need to pay attention to grammar in order to build appropriate sentences and paragraphs.

2. Vocabulary

Vocabulary is the total number of words which make up a language (Hornby 1974:959). By mastering vocabulary the students can select the suitable words with the subject and they can express their ideas more deeply to what they want to express in writing.



3.Mechanic

Mechanic of writing include spelling, punctuation, and capitalization. Spelling means to write English letters in order to make the words or sentences meaningful. Both capitalization and punctuation are signal that help the reader. Beside , punctuation can help the readers to understand what the writer means.

4.Fluency

Fluency in writing is a factor makes the sentences sound natural and is easy on the ear when reading aloud. Each sentence is clear and has an obvious emphasis. Fluency can be stated as the use of correct structure and appropriate vocabulary to make composition easy to understand.

5.Organization

It is important for a paragraph to have good organization, which means that all of the sentences in it discuss only one topic. The paragraph only has one topic sentence and the supporting sentences focus on the main idea. In writing an essay, the organizations are introductory paragraph that consist of general information and general statement, supporting paragraph, and concluding paragraph.

2.5 The Stage of Writing Process

Oshima and Hogue(2006) state there are roughly four steps in writing process, namely:

Step 1: Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. There are several techniques you can use to get ideas. In prewriting step, the student start to write by gaining the ideas.

Step 2: Organizing

The next step in writing process is to organize the ideas into a simple outline.

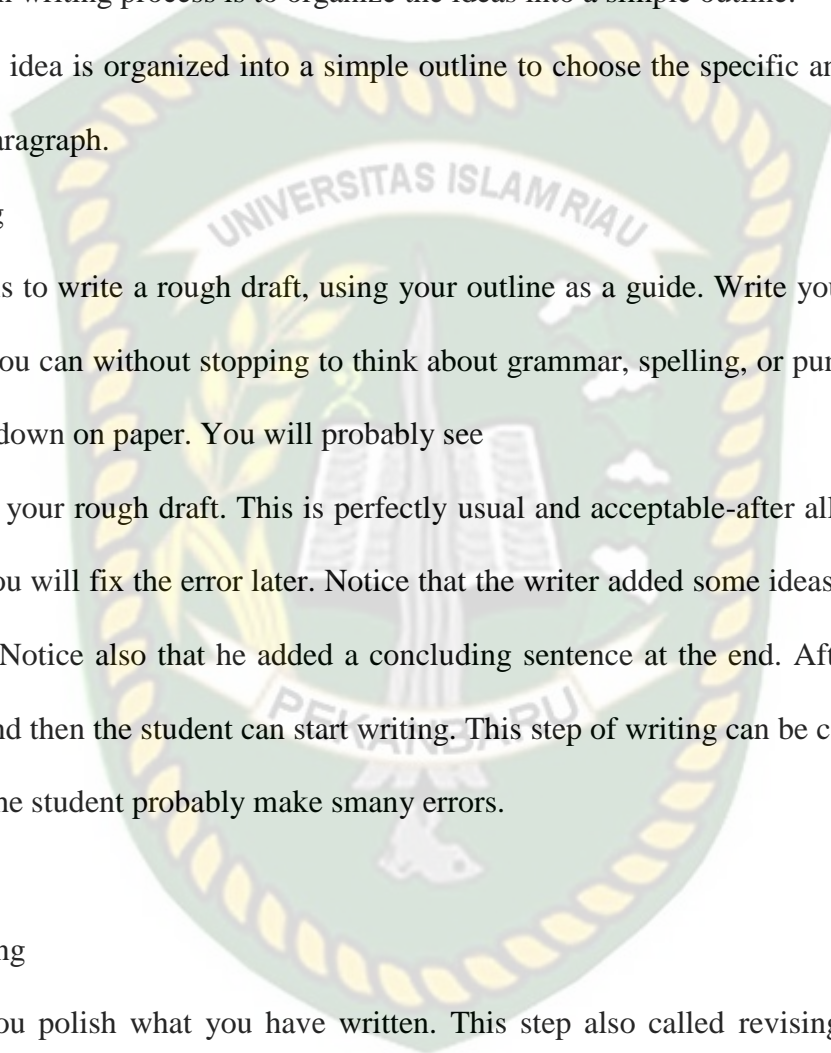
In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

Step 3: Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end. After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably make smany errors.

Step 4: Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing). This is the last step of writing process. The student edits and fixes through draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.



2.6 Characteristics of Written Language

There are some characteristics of written language according to Brown (2001: 341).

The characteristics are as follows:

1) *Permanence*

Written language is different from oral language that needs real and longer time to be understood while it can be read and reread many times because it is permanent.

2) *Production time*

A good writer is able to achieve a final product in long processes: time to plan, review and revise their writing; whereas in speaking, speakers may plan, formulate and produce their words in a few moments.

3) *Distance*

In writing, there is a distance between the writer and the readers. The readers need to analyze what the writer is going to deliver. In contrast, in speaking the listeners can easily understand the speakers say because they are close (face to face).

4) *Orthography*

Orthography deals with letters and other written language. There are various mechanics in writing. In learning writing, especially in the beginning stages, a different phoneme-grapheme system should be introduced to students to make them literate.

5) *Complexity*

Written language is complex because the writers must learn how to avoid redundancy, combine sentences, make references, and create syntactic and lexical variety and so on.

6) *Vocabulary*

Written language has more rich vocabulary demand than speaking. A good writer uses his vocabulary to create written language.

7) *Formality*

Based on the use of writing in daily lives, writing is more formal than speaking. It can be concluded that each skill has its own characteristics that differentiate one skill to another. Writing also has it as a written language. That is why as a good teachers, they should know the characteristics of the written language before they teach their students.

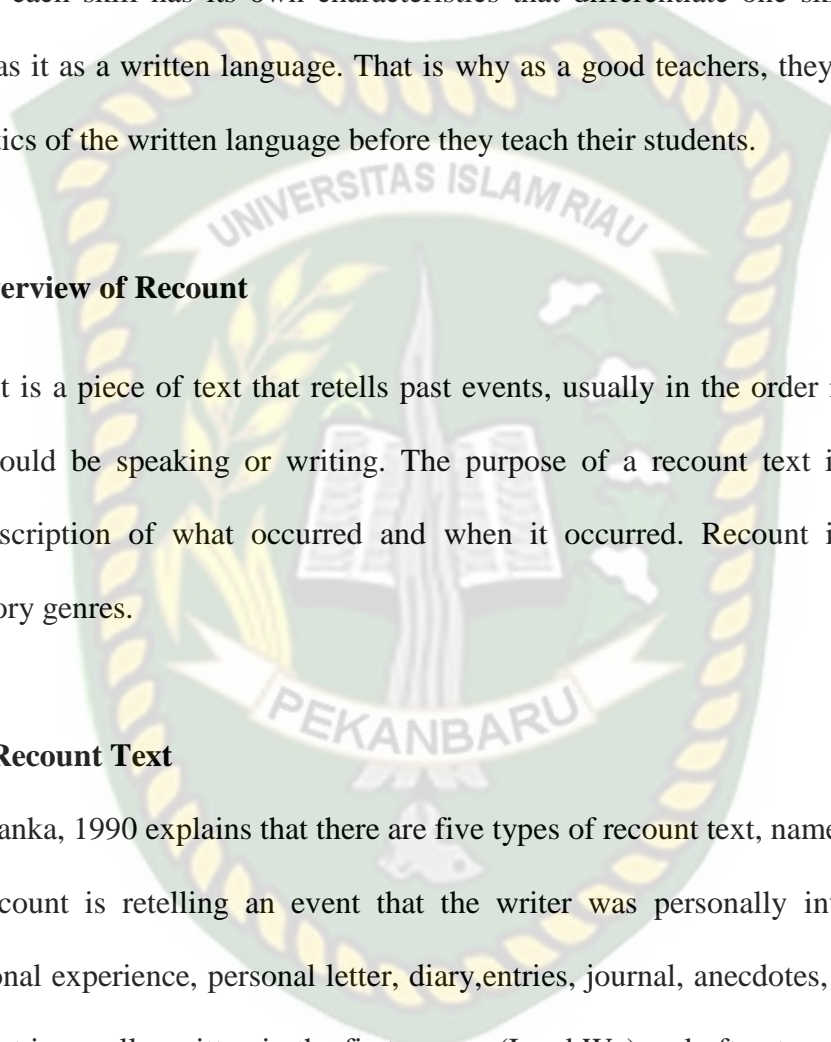
2.7 **An Overview of Recount**

Recount is a piece of text that retells past events, usually in the order in which they happened; it could be speaking or writing. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. Recount is one of the examples of story genres.

a. **Types of Recount Text**

Derewianka, 1990 explains that there are five types of recount text, namely:

1. 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.
2. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news 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 or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

4. 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 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.

b. The Features of Recount Text

A recount text usually has three main sections: Orientation, Sequence of Events and Reorientation. Here are the explanation about the features of recount text.

a) Step 1 : Orientation

Introductory paragraph that tells who, what, where and when.

b) Step 2 : Sequence of Events

A sequence of events in the order in which they occurred.

c) Step 3 : Reorientation A conclusion

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

a. Step 1: Orientation

Orientation introduces the participants, 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 thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.

b. 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.

c. Step 3: *Reorientation*

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

c. **Model of a recount text**

A great holiday on the Gold Coast

Dear Nan,

We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World. When we got up in the morning it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. Then we went on all the other rides followed by the studio tour. It was a top day. See you when we get back.

Love

Sam

My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Visit to the Brewery

Orientation : Ian and Lucy asked us to visit the Brewery

Sequence of events : Firstly we *met* at the big wheel on the corner of Bellevue Street and Milton Road, five minutes before the tour *began*. Then we *divided* into three groups and *went* into the brewery in different ways. During the tour we saw how the machines *made* the beer from beginning to end.

After this, we *went* to the bar to watch the video about the brewery's history while we *drank* beer.

Re- Orientation : Finally we *asked* our guides some questions. Before we *left* two of our classmates *thanked* them for their attention and help. Then we *left* to go our homes.

Coda : We *had* a wonderful time.

d. The Language Features of Recount Text

Recounts 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,*)

2.8 Past Studies

1. The previous research is the thesis entitled *The Analysis of the Students' Ability In Writing Recount Text*. Written by Nunung Sri Andayani, (English Language Education Faculty UNEJ, 2013). The researcher said that, most of students face problems in writing. Most of students produced some errors dealing with the writing of recount text especially in grammar, vocabulary, mechanics, content and organization. The main objective of this study is to know how is the students' ability in writing recount text at SMAN Arjasa Jember in 2012/2013 Academic Year. After the research finished, she concluded that the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in 2012/2013 academic year was categorized poor. It can be seen from the students' writing score given by two raters.
2. The other research is the thesis entitled *Error Analysis on Recount Text Written By Eight Grades of MTs Negeri Kunir Blitar*. Written by Barika Rizquna (English Education of Islamic Institute of Tulungagung, 2016). The researcher said that, most of students face problems in writing. The students of eight class get difficulties on writing recount text. Some of the students did not understand the concept on grammatical features on the recount text; they used present tense in writing recount text. The other difficulties made by the students are usually in grammar, tense, structure, vocabulary and etc. to produce a good recount text. The main objective of the research is to identify

the kinds of errors made by the students of MTs Negeri Kunir in writing recount text. After the research finished, she concluded that most of students made various kinds of error in writing recount text. They made some errors that can be classified into four categories that are addition, omission, misinformation, and misordering. The errors they made are 289 errors.

3. The other research is the thesis entitle An Analysis of Students Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau. Written by Allieni Harris, Mohd Ansyar, Desmawati Radjab (English Education Program State University of Padang, 2014). The researcher said that, there are some causes of students' difficulties in writing recount text. They are interlingual transfer and intralingual transfer. The main objective of this study is to know students' ability in developing recount text. After the research finished, she concluded that there are some implications that the tenth grade students of SMA N 1 Sungai Limau have low ability in English especially in writing skill they are: the use of simple past tense, action verb, linking verb, and pronoun. It can be seen from students' writing score given. The means score was 2,5.



Dokumen ini adalah Arsip Milik :

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