

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Definition of Writing

Writing is one of the important think from four basic skills in English learning. By writing someone is giving time to think, trying ideas on paper, choosing words, reading what have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

Writing is one of the important skills that students need to develop. The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1).

In the academic context, this ability is used to measure the students writing proficiency such as composing academic essays or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relation with others across the nation by sending email or composing business report. Writing a letter or message is also a means of communication which can connect the relationship between people indirectly.

According to Ruddell 2005:39, “writing the act of construction meaning while transacting with text”. She adds that “In writing, the meaning was made through the combination of prior knowledge and previous experience; information emerging from text ;the stance he or she tkas in relationship to the text and immediate, remembered, or anticipate sosial interaction communication” Ruddell, 2005:39-40.

Harmer 2008:98 stated that the most important reason for teaching writing is that it is a basic language skill, just as important as listening , speaking , and reading. Writing activity can also improve the rlearners' language development. Language learners need to know how to write letters, how to put written report together, how to reply to advertisements, etc.

According to Doff 1988 , the teaching of writing is a matter of prescribing a set predetermined tasks or exercises to the student. Whe a set predetermined tasks or exercises to the student. When teacher teach writing course not only teach about how to devn teacher teach writing course not only teach about how to develop ideas inwriting but also need a serious attention of how to write English sentences grammatically and systemically. So, teaching writing will be good if depends on the teachers' ability how to teach writing effectively which can make the students ability being improved.

Writing is not the same as speaking. Writing takes longer time to think up for expressing opinions. It is different from speaking that spontaneous and it did not take long time for expressing opinion.

According to Harmer Jeremy (2007:7) Writing and speaking are productive skills. It means that the writers and speakers go through producing a language. Furthermore, Rivers, W.M (1981:291) states that writing is more difficult than speaking as writing is communicating into space'. In face-to-face communication, there is little time to think and produce it. However, the product of writing is not as instant as speaking. Writing does not only put the idea into a paper but how the

written text can be understandable by paying attention to some aspects to create a good written text. Writing involves complex thinking that must integrate all of the components such as the topic or theme, word choices, organization, purpose, audience, clarity, sequence, cohesion and transcription (Westwood Peter, 2008:56).

According to Alice Oshima and Ann Hogue (1997:2) writing is a progressive activity. It means that when someone first write something down, it has already been thinking about what are going to say and how are going to say it. Then after finishing it, read over what have written and make changes and corrections. Therefore, writing is never a one-step action, it is a process that has several steps.

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text. H Douglas Brown (2004:335) states the nature for composing process of writing which as the products of writing is the result of thinking, drafting and revising procedures that requires specialized skills. Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product.

According to Monaghan (2007:1-2) writing is thinking on paper. It means, the important thing of writing for the students is to express feelings and produce in their own language on the paper. The students hopefully can convey ideas, feelings, desires and knowledge by writing.

According to Harmer Jeremy (2004:33) writing is frequently useful as preparation for some other activity, in particular when students write sentences as a

preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward. It means, writing is an activity to make students creative and it makes students able to think up ideas that it can be implemented in writing. It can help and improve students writing.

According to Bowker (2007:2) writing is a skill that is required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary. It means that if someone has many problems or tell what happened, writing an email or in diary book is solution for telling their activity or problems.

Langan says (2004:11) states that writing is a skill like drive or word processing that you can master with hard work. If you want learn to write, you can. It is as simple as that. If you believe this, you are ready to learn how to become a competent writer. Some have and others do not. Because of this belief, they never make a truly honest effort to learn to write-and so they never learn.

Depend on definition above, the writer concludes that writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. However, writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write. Writing is a way to develop an idea, express arguments, feeling and thoughts in the form of word in sentences. This language skill is used to communicate with others by writing.

2.2 The Writing Process

The writing process is the stage that the writer goes through in order to produce something in his final written form (Harmer Jeremy, 2004:11). Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In this stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting.

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written. It is important to check

what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors (Nation, 2009:119-120). The key aspect of editing is by seeking and responding to the feedback of others.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. According to Richards & Renandya (2002:315), students can publish, share or read their writing or merely display texts on notice-boards based on the classroom instruction.

All of the writing process above cannot be separated because those are elements in composing a good written text.

2.3 The Purpose of Writing

According to Grenville (2001:1) there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform.

a. To entertain Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their creativity. It must not make the readers laugh, but engage their feeling in some ways.

b. To inform Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedure and events it can

be seen in newspaper and article, scientific or business reports, instructions or procedures, and essays for school and university.

c. To persuade the writer tries to convince the reader of something that a point of view is valid by presenting the fact or data so that readers follow writer opinions and act upon it.

2.4 The Types of Writing

In writing, there are types of writing, such as: personal writing, academic writing, etc. According to H Douglas Brown (2004:219) there are three genres of writing:

- a. Academic writing, such as: Theses, dissertation, academically focused journals.
- b. Job related writing, such as: Advertisement, letter/email, manuals.
- c. Personal writing, such as: Shopping list, diaries, invitation, reminders.

Thomas S. Kane said that there are four kinds of writing:

- a. Exposition

Exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

- b. Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what someone sees into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above or below, before or behind, right or left, and so on.

c. Narration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

d. Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

2.5 Micro Skills of Writing

Every skill has its own micro skills. H Douglas Brown (2004:343) describes the micro

Skills for writing production as follows:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.

- 4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralisation), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communication functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2.5. Aspects of Writing

In writing process, the students should pay attention to the aspect of writing in order that they are able to write well. The students writing can be seen be from the aspects of writing.

According to Jacobs et al.'s (1981:30) there are five aspects of writing, they are:

- a. Content : the writers have an ability to think creatively to develop their ideas
- b. Organization : the writer have fluent flowing expression the ideas, clearly stated or supported well relationship between paragraph, logical, and sequencing.
- c. Vocabulary: the writers have a nlot of words and idiom to convey inteted information, attitudes and feeling. Also they can use the appropriate word including prefix and suffix and also idiom.
- d. Language use: the writers can apply the basic agreement between sentences, tenses, numbers, words order or fuction. Articles, pronouns and preposition.
- e. Mechanics: the writer are able to write and good spelling, fuctuation, capitlization, and paragraphing.

The five aspects are differentially weighted to emphasize first content (30 points), organization and vocabulary (20 points), language use (25 points), and mechanics receiving very little emphasis (5 points).

In the meantime, syafi'i (2007) suggest a good paragraph should contain:

1) unity, 2+) coherence and 3) capitalization and punctuation. Unity means that all of the sentences in it contain only one main idea and every supporting sentence must directly be related to the paragraph related main idea, which is stated in the topic sentence. If there are sentences in the paragraph related main idea, the paragraph is said to have a unity. Coherence means that it relates the idea of the paragraph from the beginning to the end clearly. One way to achieve coherence is through the use of

transitional signals. Transitional signals are word phrases that connect the idea in one sentence with the idea in other sentence. Among those expressions are; first/second, moreover, however, in brief and so on. They make the movement between sentences in a paragraph smooth so the reader does not have problem in understanding the writers idea.

2.5 Recount Text

2.5.1. Definition of Recount Text

There are many kinds of writing text. There are recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text.

According to Hyland (2003:124) Recount is telling what happened. It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc.

According to Knapp (2005:223) Recounts is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. It means that recount is genre of text that explores the informative fact for the past experiences.

According to Saragih (2014: 56-64) Recount Text basically it is written out to make a report about an experience of a series of related event.

A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. It means that beside retells

about events or experiences in the past, the recount is also has the function to entertain people in order to interest when read the story.

Depend on definition above, the writer concludes that recount text is a text which retells events or experiences in the past. Recount is genre of writing that explores the informative fact for the past experience. Recount explores the series of events which happened to social function is to retell events for the purpose of informing or entertaining.

2.5.2 The Purpose of Recount Text

In writing recount text, the writer tells about the events that someone used to experiences. Hyland said that the purpose of recount text is to reconstruct past experiences by retelling events in original sequence. The purpose of recount text is to list and describe past Experiences by retelling events in the order in which they happened. Recount text also represents which can be used to motivate, inform and entertain the readers.

Joko Priyatna (2008:10-11) said The purpose of recount text is to tell a series or sequence of events and evaluate their significance in some way. It means that the student writes the events that used to experience. The student writes recount text by following the sequence of generic structures in the form of the past tense.

2.5.3 Features of A Recount

A. Constructing a written recount

The recount text type retells past events, usually in the order in which they happened, the steps for constructing a written recount are:

1. A first paragraph that gives background information about who, what, where and when (called an orientation).
2. A series of paragraph that retell the events in the order in which they happened.
3. A concluding paragraph (not always necessary). b. Language features The language features usually found in a recount are:
 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*).

2.5.4 The Types of Recount Text

According to Derewianka in journal (2012:227) of English language teaching, there are three types of recount text such as personal recount, factual recount, and imaginative recount.

- a. Personal recount : usually written in the first person
- b. Factual recount : concerned with recalling event accurately
- c. Imaginative recount : the students have to imagine to situation as if they are in the real situation in the past.

2.5.5 The Generic Structures of Recount Text

The generic structures of recount text are:

- a. Orientation: provides the setting and produces participants. It provides information about whom, where, and when
- b. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks, which are interspersed throughout the record of events.
- c. Re-orientation: optional-closure of events. It is rounds off the sequence of events.

2.5.6 The Example of Recount Text

Our Trip to The Blue Mountain

Orientation : One Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and tennis court.

Events : On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation : In the afternoon we went home.

2.6 Past Study

There was some research study were conducted by other researchers,

First, the research written by Masputeriah Hamzah ini 2013. Ten first year TESL students of UTM were involved in this study. The research was classroom action research and the research showed that throughout study, all the respondents

had managed to give their utmost cooperation and support. The respondents' ability in transferring their writing experience into reflective accounts of what they had undergone when they were taught writing skill indeed provide fruitful and beneficial insight in support with the overall study as a whole.

Second, the research written by K. Jennathul Birthous in November 2011. The research was an experimental research. The finding of the research that the new approach advocated by the researcher has improved the performance of students in writing. As the teacher devises activities such as oral discussion, group discussion, the speaking, the listening skills and the interactive skills of students are developed. Even the passive students are encouraged to speak in the class through these task.

Third, Anchalee Sattayatham in 2008 did the research of paragraph writing. The objective of this study was to identify the types of errors in paragraph writing in English made by the first year medical students. One hundred and thirty four medical students from four medical schools at Mahidol University were assigned to write opinion paragraph in English on medical ethics based on reading passage chosen from the internet. A standard format for paragraph writing consisting of 10 criteria was used to evaluating the types of errors. The frequency of errors was calculated as percentage. A Chi-square test was used to compare the errors committed by Siriraj Medical students to those from other three medical school: Ramathibodi, Praboromchanok and Bangkok Metropolitan. A R-value of < 0.05 was considered statistically significant. It was shown that most students had errors in standard format of paragraph writing. A high percentage of errors was found in eight out of 10

criteria. The result showed 82.84%, 73.88%, 69.40%, 69.40%, 85.07%, 90.30%, 76.87%, and 82.84% for criteria 2,4,5 and 7,6,8,9 and 10 respectively. Praboromchanock Medical students had the highest percentage of errors.

Based on the previous research, my research was different. My research was descriptive research just focused in one skill that is writing skill and concerned with recount text writing of students.

