

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

Writing is not merely the production of sounds. Moreover, writing involves the acts of arranging the symbols according to certain conventions to form words and the words have to be arranged in such a ways to form sentences.

Further, byme (1997:1) states:

As rule, however, we do not write one sentence or even a number of unrelated sentences. We produce sequence of sentences arranged in particular order and link together in certain ways. The sequence may be very short - perhaps only two or three sentences - but, because of the ways the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a text.

Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. It is a bridge between people to deliver information and message. There are many experts who define what writing is. According to Hughey (1983:33) states that writing is seen as the medium to convey message. The perceive writing as a means to learn about the writers themselves and world around them, as important as means to express themselves. According to Pulverness, Spart, and William (2005:26), writing is one of the four skills: listening, speaking, reading, and writing. Writing is also one of the productive skills which involves communicating a message in the form of letter and symbols. IN learning language, writing is one of skill that become exclusive domain needed in global literature community to communicate ideas in

written language such as scientist, business, transactional, records and legal document, political and military agreement. Writing is a standard of exciting learning process for students at all levels of English (Lewin Larry, 2003: 22). It means that writing has step that involve students through in organizing ideas. Writing is a productive skill that's supported by receptive skill. When students want to formulate the ideas, the students have to have sources hat help them in critical thinking; receptive skill. From receptive skill whether reading or listening are able to help students of producing language in written because writing can stimulate and support critical thinking skill while showing what students do not understand (Jennifer Lyn Craig, 2013:115).

Furthermore, writing is a language skill essential for academic success and a skill required inmany occupations. The experience of composing a piece of writing and having itevaluated by an instructor or peers is anxiety provoking for many students. According toDaly and Wilson (1983:387), Writing anxiety refers to a situation and subject specific individualdifference associated with a person's tendencies to approach or avoid situationsperceived to potentially require writing accompanied by some amount of perceivedevaluation.

Moreover, Hylan (2003: 7) argues that writing is detached from the practical purpose and personal experience of the researcher. In other words, writing is a skillful activity combining knowledge, idea and experience. It is supported by Nunan (2003: 88) who states that writing is a combination of process and product. Writing is as the process of generating ideas, organizing information and communicating meaning, to produce the product that make the

reader understand on what the researcher's means through her sentences. Because of that, in writing, the students should be able to express their thinking in sentences.

2.1.1 Writing Paragraph

As we know, a paragraph is a unit of information in writing that unified by a central idea. A paragraph is considered good only if the readers absolutely understand the information contained in that paragraph. And then, its central idea is completely developed. This central idea is usually stated in a topic sentence. Every sentence in a paragraph must help to develop the topic sentence (Syafi'i: 2007).

Furthermore, paragraph is a group of sentences that are all about one idea. A paragraph has only one main idea. Each sentence tells something relating the idea. In addition all paragraphs are intended. To intent a paragraph, the students should leave a space before the first word. Besides that, according to McCrimmon (1967) said that a paragraph is an essay in miniature. In short, a paragraph as a basic unit of organization in writing in which a group of related sentences develops one main idea. So, if we can construct a good paragraph, we also can develop an Essay. Furthermore, a paragraph can be as short as one sentence or as long as thirteen sentences. The number of sentences is unimportant. However, the length of a paragraph depends on the completeness of the idea or topic discussed in the paragraph (Syafi'i: 2007).

A paragraph is made up of three kinds of sentences that develop the researcher's main idea, opinion, or feeling about a topic. These sentences are:

- (1) The topic sentence
- (2) Supporting sentences
- (3) The concluding sentences

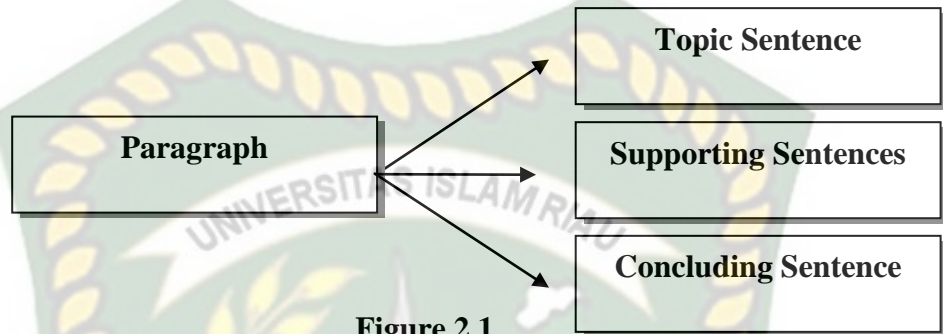


Figure 2.1

Likewise, a paragraph has three major structural parts: a topic sentence, supporting sentences, and concluding sentence. The following, the researcher will tell about those structural below.

2.3 Aspects of Writing

In this research, the researcher will evaluate the students' writing tasks by seeing the four components of paragraph writing below. The components of paragraph writing are Organization, Vocabulary, Grammar, and Mechanics. The following explanation will tell about the components of paragraph writing clearly.

2.3.1 Organization

Organization is one of the keys to make good writing. In organization, the students are hoped to be able to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole text. Kanar (1998:16) states that organization in writing means presenting the material in order to make sense – it was a logical order. According to Hughey (1983) states that writing can be organized has an excellent content. Knowledge meaning that there is an

understanding of the subject. Facts or other pertinent information are used. There is recognition of several subjects and the interrelationships of these aspects are shown. Pre-writing is needed that to make the idea run smoothly. Pre-writing as a warm up for writing that important step to make researcher can share their knowledge. Therefore, to make the content of paragraph more concrete, factual information is really needed to support it. In short, as you begin to write any writing assignment, or whenever you need to communicate in written communication, you need to keep in mind your audience, tone and purpose so that the message your reader receives is that message you intend to convey.

Thus, the phrase “quality of content” refers to the significance of the researcher’s topic, the depth of the researcher’s knowledge and analysis of the topic, and the appropriateness of the researcher’s discussion and treatment of the topic. Depth of analysis is also the main feature of strong development.

2.3.2 Grammar

Grammatical and structural competence are required in order to make sentence construction are easily to be understandable by the reader, grammar is the rule of the language, so many matters be obeyed and we must pay attention to it when producing correct sentence. English language has rule to be obeyed by the learner in order to avoid mistake while using that language. To achieve this purpose, the learner must learn it seriously. According to J.D Bowen (1992) grammar is the rules of language has summary to be obeyed and mistake to be avoided that students must study it attentively. Without knowing grammatically and structural rules, the students sentence construction are difficult to be

understood and their ideas so unclear by the readers. As a result, the interpretation made to the reader to their writing or speaking will be hard to discern. But by knowing grammar and structure, the learners are able to explain matters occur in that language. After all, other people will understand the intended points.

Based on the statement above, it is very important for the students to master grammar of English in order to be able to construct sentences as a basic to be successful in writing, without have knowledge about grammar the researcher will not be able to use it, so that, his readers can not catch the points of the researcher message.

2.3.3 Vocabulary

Vocabulary deals with a list of words with meanings (Hornby, 1995: 1331). Writing is a tool of communication in a written form. The writing will be understandable if the students have a good store of words and are able to use words appropriately. Without words, readers cannot understand about the content of writing because the ideas informed would be seen through the words used.

The words choice used in writing will influence the success of transforming message to the reader. For that, choosing the words appropriately is important. If the words are not chosen with precision and care, part of the meaning will be lost. Then, writing does not function fully in communicating meaning. The use of inappropriate words in writing will make the reader fail to understand. Therefore, the use of words must be precise to convey the meaning accurately.

Furthermore, English vocabulary includes noun, adjective, verb, adverb, preposition, pronoun, conjunction, and article. In this research, the vocabulary

skills are focused on the choice of verb, noun, adjective, and preposition. Verb is a word to express an action. It can be also a form of “be”. Some examples of verb that express actions are *go, run, and stay*. Some examples of verbs that are *a form of be* are *has, had, is, are* and *should*. Noun is a word to name or identify any class of thing, people, place or ideas (Hornby, 1995: 791), for example: *John, flower, beauty, and chair*. Adjective is a word that describes nouns or pronouns (Wingersky, et al., 1996: 61), for example: *her, some, good* and *beautiful*. Preposition is a word or a group of words. Those are used a noun or pronoun to show place, position, time or method (Hornby, 1995: 111). For example: *at, by, in, in front of* and *beside*.

2.3.4 Mechanics

There are three main points of mechanics of paragraph writing that have to be written properly. Those are Spelling, Punctuation and Capitalization. They will be explained clearly below.

A. Spelling

Spelling also play important role in writing because someone who wants to write in English must learn it, because the spelling of the words in English is not same with their pronunciation. Many words have the same pronunciation but different in meaning. And also have the same spelling but different in meaning. If you wrong spell to write a word, the readers will not understand what you want to say.

B. punctuation

Punctuation is marks such as full stop and commas in a piece of writing. Punctuation is very too in writing paragraph because without punctuation make sentence difficult to understand by reader.

There some kinds of punctuation. The first is period [.]. Period is to show the end of a sentence and also used after abbreviation (for example: B.B>C is the radio broadcasting of England.). Second is question mark [?]. Question mark is used to show direction. The third is exclamation mark [!]. It is used to show pause in a sentence (therefore ...), to show someone has said directly, use for listing three more different things (for example: Papua, Riau, and Aceh), and also used for around relative clauses that add extra information to a sentence (for example: Afandy, who was born...). You must use comma when you combine three or more nouns, verbs, phrases or main clauses. See as the example below:

1. Verbs e.g. : We can see, touch, and smell matter.
2. Nouns e.g. : Solids, liquids, and gasses are forms of matter.
3. Phrases e.g. : You put your money, in the fare box, sit down, in a seat, and wait for your stop.
4. Main Clauses e.g. : Ice is an example of solid, Water is an example of a liquid, and a steam is an example of a gas.

Do not use commas when there are only two:

1. Verbs e.g. : Water boils and freezes
2. Nouns e.g. : Water and Steam are two forms of matter.
3. Phrases e.g. : Busses carry passengers and travel on land.

C. Capitalization

Capitalization is the first word in a sentence. Capitalize the first word in a direct quotation. There are some places of capitalization. The first, capital letters in names of people (e.g. YuliaWati), capital letters in titles of people (e.g. DR. Robert), capital letters in name of days, months, and holidays.

2.4 Characteristics of Good Writing

Experiences in school leave some people with the impression that good writing simply means writing that contains no bad mistake-that is, no errors of grammar, punctuation, or spelling. In fact, good writing is much more than just correct writing. This writing that responds to the interest and needs of the reader.

The basic characteristic of a good writing:

1. Good writing has a clearly defined purpose.
2. It makes a clear point.
3. It supports that point with specific information.
4. The information is clearly connected and arranged.
5. The words are appropriate, and the sentences are clear, concise, emphatic, and correct.

According to the “Standards for Basic Skills Writing Programs” developed by the National Council of Teachers of English (1984) in Huska Diana (2008), when measure the quality of students’ writing we should focus on before and after sampling of complete pieces of writing. To measure growth in the use of these conventions, analytic scale analysis of skills can be developed and use effectively

with samples students' writing. This instrument describes briefly. Analytic scale analysis considered to be high, mid, and low quality level in the following:

1. The students' ability to use words accurately and effectively.
2. The ability to use standards English.
3. The ability to use appropriate punctuation.
4. The ability to spell correctly.

There are six categories or aspects of writing evaluation (Brown, 1990):

1. Content: thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, use of description, cause/effect, comparison/contrast, and consistence focus.
2. Organization: effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
3. Discourse/cohesion: topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, and variation.
4. Syntax
5. Vocabulary: using meaningful words or phrases
6. Mechanics: spelling, punctuation, citation of references (if applicable), and neatness and appearance.

Harmer (2004: 4) also suggests that generally writing process operated in four stages. Harmer's writing processes consist of planning, drafting, editing, and final version. The steps can be explained further as follows:

1) Planning

Before writing a text, people decide what they are going to say. It can be in a form of detailed notes, a few words, or even only a plan in our mind. When planning, we think about the purpose of the writing, the audience, and the content structure.

2) Drafting

Any first version of a piece writing that will be developed later is called a draft. In the process of editing, the number of drafts we write may be more than one.

3) Editing (Reflecting and Revising)

After we write a draft, we check if everything is appropriate. Perhaps the order of the information is not clear, perhaps something is written ambiguously, or perhaps we need to move some paragraphs. 15

4) Final Version

Once we have edited our drafts, we produce the final version. The form might be different from the first draft because things are changed during editing process.

2.5 Purpose of Writing

According to Jack C Richard (1990:101) the goal of written language is to convey accurately, effectively and appropriately information. Meanwhile Marjorie Farmer (1985:13) describes the purpose of writing as follow:

1. To clarify a thought, a feeling, an impression, or an experience for reader
2. To provide information for reader
3. To persuade readers to accept an idea
4. To create piece of imaginative literature that a reader might enjoy

Another purpose of writing is also stated by Thomas Cooley (1992:5) as follow:

1. To convey information and ask question about the world
2. To make judgment and urge other people to follow them
3. To construct imaginary world
4. To give vent to inner thought and feeling

2.6 **Recount Text**

Recount is reconstruction of something happened in the past. Many experts propose the concept of recount. The first, Derewianka (1990:14) defines that A recount is the unfolding of a sequence of events over time and the purpose is to tell what happened. It sets the scene who, what, where and when (orientation) it recounts events as they occurred (events) and has closing statement (re-orientation) it is use in past tense and showed as chronological order. The same opinion, Gerot in Wignell (1994) explained that recount as a text that to tell events for the purpose of informing or entertaining. Recount text has three schematic structure: orientation, events, re-orientation. The orientation provides the setting and introduce participants. The event tell what happened in what sequence. Re-orientation optional closure of events. The characteristics of recount text are listed below:

- a Recount has a social function of retelling events for informing or entertaining.
- b It is organized chronologically and is built of three elements.

- Orientation: tells who were involved in the story, when, where, and why the story happened.
 - Events: tells what happened in chronological order.
 - Re-orientation: concludes the experience.
- c. Language features of recount.
- The use of nouns and pronouns. (e.g: David, we, her)
 - b. The use of action verbs. (e.g: went, run, played)
 - c. The use of past tense. (e.g: we went for a trip to zoo)
 - d. The use of time conjunction. (e.g: that, first, next, then)
 - e. The use of adverbs and adverbs of phrases. (e.g: in my house, two days ago, slowly)
 - f. Use adjectives. (e.g: beautiful, slow)

From the explanation above, the researcher concludes that recount text is a kind of a story that retells us about an event, an experience, or an action that happened in the past and it has been proved the truth. It is the unfolding sequence of events over time, and the purpose is to tell what happened. It begins by telling the reader who was involved, where the event took place and when it happened. Related to the purpose of telling the past event, past tense must be utilized in recount text.

A recount text is normally presented in the past tense, and temporally sequenced. A summary of the characteristics of recount is presented in following table. It is important to note that ‘orientation’ and ‘reorientation’ are also ‘introduction’ conclusion.

The generic structure are:

1. Orientation – sets the Recount in time and place
2. Series of events – arranged in a temporal sequence, often expressed in terms of cause and effect
3. Re-orientation – (optional element)

According to Mangot, Siswanto, and Rohmadi (2008:6) Language features of recount text as follows:

1. Use of nouns and pronouns to identify people, animals or things involved. (e.g. the dog, the librarian, Nana, etc.)
2. Use of past action verbs to refer the events. (e.g. go, help, write, etc.)
3. Use of past tense to located events in relation to speaker`s or writer`s time. (e.g. Risa went to Jogja, I was there, Bagus helped his father, etc.)
4. Use conjunctions and time connectives to sequence the event. (e.g. but, then, after that, etc.)
5. Use of adverb and adverbial phrases to indicate place and time. (e.g. tomorrow, at home, carefully, etc.)
6. Use of adjectives to describe nouns. (e.g. beautiful, soft, black, etc.)

Below is an example of recount text that hopefully will give rise deeper understanding of what recount is, how it is structured and what language features form in which a recount is usually constructed.

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.

2.7 Controlled Composition Technique

One of the main proponents of this technique is Rimes (1983:95) states that unlike free writing, controlled writing takes place when learner are supplied with a great deal of the content and or form. In controlled composition, the students are given an outline to complete, a paragraph to manipulate, a model to follow, or passage to continue. Silva (1990:12) adds that controlled writing assists in preventing errors that apparently occur from first language interference and reinforcing proper use of 12 pattern. Therefore, engage learners in controlled

writing in L2 can be “as an exercise in habit formation [in which the ESL/EFL learner] simply a manipulation of previously learned language structures.

One types of writing controlled is controlled composition. The students are given a passage to work with: they do not have to be concern with things like content, organization, finding ideas and forming sentences. Usually writing down the passage and making a few specific changes of a grammatical or structural nature. Students make changes to the passage given to them, but will not add anything of their own to it.

Example :

- Attention to the mechanic including indentation, punctuation, connecting words, and spelling.
- Rewrite a passage describing **a man** to one that describe **two men** (singular/plural changes)
- Verb form; is, was; bring, brings; bring, brought
- Pronoun; I, you, we, they, he, she it
- Possessive adjective; his, her
- Reflexive pronoun; himself, yourself
- Determiners
- Rewrite new sentences based the word on the text according grammatically or structurally.
- Rewrite a present tense passage in the past or identified the verb tense.
- Rewrite direct speech into indirect speech

Everyday Alice wakes up at 6

She prepares breakfast for the whole family before preparing herself to go to work

She drives to her work place which is twenty minutes away

She takes a coffee break at 10.a.m

According to Rimes (1983:95) Controlled composition focuses the student's attention on the specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context. In addition, as the students write a passage, are using the convention of written English such as indentation, punctuation, connecting words, and spelling.

2.8 Teaching Procedure by Using Controlled Composition.

The following were the teaching procedure by using controlled composition:

1. Teacher gives the student text. She/he describes the indentation, punctuation, connecting words, and spelling. The students identify indentation, punctuation, connecting words, and spelling.
2. Teacher rewrites a past tense passage in the present or identified the verb tense.
3. Teacher gives words and rewrite new sentences based the word on the text according grammatically or structurally.
4. Teacher explains pronoun; I, you, we, they, he, she it
5. Teacher explains possessive adjective; his, her

2.9 Past Studies

Arifin (2010) had done a research entitled “ using CQGS to improve writing competence of the student” “CQGS” which stands for *Control*

Composition, Questions and Answer, Guided Composition, and Sentence Combining. This research consists of four cycles. The data collected in this research consists of quantitative which were taken from the writing test and qualitative data which were taken from the interview, questionnaire, and observation. Quantitative analysis was used to analyze the students' achievement before and after the cycle was implemented by using descriptive statistics. Finally, the researcher suggested that "Control Composition and Question and Answer" be used as the main technique for teaching Writing at the seventh grade because their background knowledge of English proficiency was mostly considered at early beginning level. While "Guided Composition" and "Sentence Combining" would be suitable used in eight grade of Junior High School, because they had got much more background knowledge of English than the students at the first grade.

Randaccio (2013) had done a research entitled "Writing skills: theory and practice" The aim of this research. First, a diachronic development of ESL (English as a Second Language) composition theory from the 1950s to the 1990s will be outlined. Second, the organizing principles relevant to ESL composition theory will be analyzed. Third, a survey of the material used in my English classes and a presentation of the introductory unit on writing skills will be given. Finally, some tentative conclusions derived from my students 'compositions will be drawn.