

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

There are five previous studies to support this research. The detail explanation is below:

The first is taken from Lailatul, Zainil, Yenni (2013:11). This research focused on the students' skill in writing descriptive text. The result from this research has the students still have problem in composing the text. The students were still unable to transfer and develop their idea into a written form well in composing a text. The students failed to show well-organized writing. The students have insufficient vocabularies. The students applied correct grammar. Meanwhile, they were able to put mechanics; punctuation, spelling and capitalization in their writing well.

The second is taken from Allieni, Mohd, Desmawati (2014:61-62). This research focused on the students' difficulties in writing recount text. The result from this research was the low of students' ability in writing recount texts. The difficulties were dealing with the language features of recount texts. It was proven by the data of students' writing recount texts. It was found that students did many mistakes in using simple past tense, action verb, linking verb, and pronoun.

The third is taken from Fitri, Refnaldi, Rusdi (2013:84). This research focused on the students' ability in writing recount text, and also the problems faced by students in writing recount text. The result from this research based on the writing test result, the students have some problems in writing recount text. The students did not really master in content, vocabulary, and grammar of writing aspect. However, based on the questionnaire that researcher gives to the students, some students still have some problem in writing recount text but the students did not faced the problem in content of writing. The students only

have problems in vocabulary and grammar. This condition happened caused by the students not serious in the fill each statements of the questionnaire.

The fourth is taken from Mai (2012:57). This research focused on the analysis of the students' ability using simple past tense in paragraph writing. The result from this research was the students' ability in using simple past tense in paragraph was insufficient. It mean that the students did not have good understanding of using past tense.

The fifth is taken from Junita (2013:120). This research focused on students' ability in writing descriptive text, and also the difficulties. The result from this research was the students still confused in identifying the schematic structure of descriptive text. Moreover, the low achievers seemed to have less sense about English Grammar. They made a lot of mistakes in the text they wrote.

The previous studies in above do not only become references but also became a comparison for this study. This study was done in the tenth grade of SMA N 1 Kembang. Then the method of this research is descriptive qualitative research. It is use a writing text in recount text to analyze. The technique of data analysis is described the data and also the percentage of data. The data collection the writer gave a writing test and questionnaire. This study is in knowing the students' ability in writing recount text and to find out the students' difficulties in writing recount text

2.2 Review of Related Literature

1. Writing

Writing is one of four language skills to communicate each other. They are spoken and written form. Both have the same function in communication, but also have different. Writing is used for communication in written form. Writing can help person to experience their idea in writing language. Mubarok (2012:163) stated that writing is one of productive skills, besides speaking, which contains of symbols (orthographic) and involves a complex process. It is a part of language

skills which apart from other skills namely reading, listening, and speaking.

According to Harmer (2004:3), being able to write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language. It means that writing is the basic skill to communicate. Also, writing is used for a wide variety of purposes. It is produced in many different forms (Harmer, 2004:4). Different kinds of writing require different kinds of organization, for example, recount and descriptive. Recount tells about experience in the past, while descriptive draws a picture in words or describes something. Therefore, they require the different kinds of organization.

Harris et al (2014:56) stated that writing is a process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization. It means that writing is a process of thinking. It is the basic skill to express the ideas, feelings, and knowledge in written form in English. When people start writing, they do not only write all their idea. They need to organize their ideas and make their ideas can be understood easily.

Furthermore, Harmer (2004:31) explained that writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

In addition, Harmer (2004:33) described writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write.

From the definition above, the researcher concludes that writing is a way to produce language from our thought. By using writing, we can share our feeling, idea or anything that exist in our mind.

a.) Genre of Writing

We need to know the genre of the written language to find out what kind of method which is implemented in this research. Brown (2004:219) stated that genres of writing are classified into academic writing, job-related writing, and personal writing.

- (a) Academic writing can be defined as writing which is used for academic purposes or such kind of writing which is written to accomplish academic tasks like tasks in school or college, for instance: papers, general subject reports, essays, compositions, academically focused journals, short answer test responses, technical reports, theses, and dissertations.
- (b) Job-related writing is writing which deals with jobs, such as: message, letters/e-mail, memos, reports, schedules, advertisements, and manuals.
- (c) Personal writing encompasses invitations, messages, diaries, personal journals, and fiction.

b.) The Writing Process

Before we write a text into good writing, we have to know about the process of writing. Harmer (2004:4) says that writing process is the stages a writer goes through in order to produce something in its final written form. It means that after a writer writes something, it will produce a product such as letters, essays, novels, texts, paragraphs, and reports.

According to Richards and Renandya (2002:315), process writing as a classroom activity incorporates the four basic writing stages: planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

Moreover, Harmer (2004:4-5) stated that the process has four main elements:

(a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

(b) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

(c) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

(d) Final Version

It is the last stage in writing process. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

From those definitions above, it can be concluded that writing is a series of process step by step, begin design a plan, draft and edited the idea, and make a good final version.

c.) Components of Writing

To make a good writing, the writer should to know the components of writing. For example: organization, grammar, mechanics, content and style. Richards and Renandya (2002:309) explained that writing consists of many constituent parts and we need to consider which ones will be the most important for a course: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

Furthermore, Yulianto et al (2013:2) stated that in writing a paragraph there is integration between the language component and the paragraph component.

a. Organization

Organization is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, and with ability to select, to organize and to order relevant information. Typically, organization refers to the larger parts of a piece of writing. It also refers to how paragraphs and sentences are written.

b. Grammar

Grammar mastery is very important in writing a paragraph or an essay. It helps the researcher produce a good writing and definitely the reader will be easy to understand. It helps to convey the message in appropriate way.

c. Mechanics

Mechanics are particularly component in writing. Mechanics of writing covering: punctuation, capitalization and spelling. Punctuation is used as body language of written language which has the same use as gestures in spoken language. Punctuation also functions as signals in written language which help the reader clarifies the meaning of sentences and interprets the correct meaning of sentences.

Based on that explanation, we should know those components when we want to make a good writing. They are organization, content, grammar, punctuation, and style. The rules and component of writing is very important to make the reader know our writing, so our writing has meaning.

2. Recount Text

There are many kind of text. One of them is recount text. Recount text is a text that retells an experience or even in the past. Butt et al (2003:218) explained that recount is a story genre which is used to tell what happened. When the students tell recounts they reveal the significance of the people and events in the story by sharing their personal feelings about them.

Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.

The social function is to retell events for the purpose of informing or entertaining (Gerot and Wignell, 1994:194). According to Butt et al (2003: 217), the function of recount text is to tell what happened, to document a sequence of events and evaluate their significance in some way. It means that the purpose of recount text is to tell or to entertaining what happened to the reader.

a.) The types of Recount Text

To distinguish the form of recount text with one another, the students should know the types of recount text. Yulianto et al (2013:4) stated that there are several types of recounts; they are personal recount, factual recount and imaginative recount.

(a) Personal Recount

It means that the personal recount is to retell of activities that the writer has been personally involved in. for example: personal experience, personal letter, diary, etc.

(b) The Factual Recount

It means that the text tells about recording the particulars of an incident. It can range from the everyday task such as accidents, structured research, science, news recording and police report.

(c) Imaginative Recount

The last one is the imaginative recount, it means taking on an imaginary role and giving details of event.

b.) The Generic Structures of Recount Text

Before the students write recount text, they have to know the generic structures of recount text. A recount text usually has three main sections: orientation, sequence of events and reorientation. Based on Gerot and Wignell (1994:194), the step or generic structures of recount text are:

- (a) Orientation : Provides the setting and introduces participants.
- (b) Events : Tell what happened, in what sequence.
- (c) Re-orientation : Optional-closure of events.

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

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.

Step 2: Sequence of Events

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

Step 3: Reorientation

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

c.) The Language Futures of Recount Text

Recount text has some language future as stated by Gerot and Wignell (1994:194), the language features of recount text are listed below:

- (a) Focus on specific participants
- (b) Use of material process
- (c) Circumstances of time and place
- (d) Use of past tense
- (e) Focus on temporal sequence

The points above can be summed up in table below:

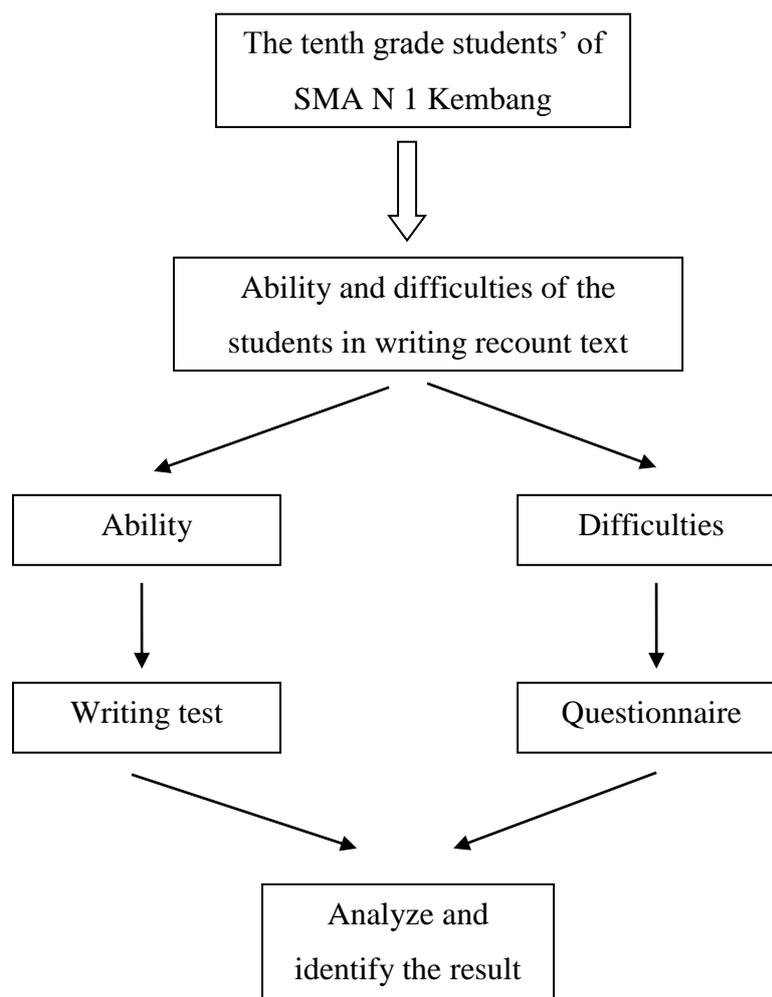
Table 2.1

The Language Feature of Recount Text

No	Language Features of Recount Text	Example
1	Specific participants	I, the car, telegraph poles, etc.
2	Material process	Driving, came tumbling, got back, etc.
3	Circumstance of time	At night, at 04.00 a.m, in the evening, etc.
4	Circumstance of place	Across the road, to

		town, to one side, etc.
5	Past tense	Went, bought, came, etc.
6	Temporal sequence	Then, next, after that, etc.

2.3 Research Framework



Based on the theoretical studies above, English is a means to communicate in spoken and written language. The aim of English Subject for developing the four language skills, which are listening, speaking,

reading, and writing, in order to graduates able to communicate in English in certain level of literacy.

The tenth graders of Senior High School students are expected to reach the informational level. They are expected to produce knowledge using own language. In this case, the students must be able to create text using their own words. In School-Based Curriculum, genres have become a necessity to develop the four language skills.

SMA N 1 Kembang as an educational institutional tries to put recount text in its curriculum. The students are expected to be able to understand, respond and express their experience in daily life context. As the result, they are expected to master those skills to be able to communicate well through writing in real life context.

The recount text is a text that retells events or expression in the past. There are five elements which should be understood by the students in writing. They are organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression. There are various kinds of genres; one of them is recount text which recount retells past events, usually in the order in which they happened.

The purpose of recount text is to inform or to entertain the reader or audience. But some students are still confused if the teacher asks to the students to make a recount text. Because it used more time to get an idea. The students feel difficult to make a recount text because the students need to should have much vocabulary and also grammar.

Thus to overcome this problem, the researcher will try to analyze the students ability and the source of the difficulties that the students faced in writing recount text.