CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Writing

a. Definition of Writing

Writing as one of four language skills is considered a difficult skill because the researcher should fulfill some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make a revision if it is not so clear to express what intend to write.

Writing is considered as a means of communication. Communication in writing tends to involve a thinking process. Finnochiaro said that writing has been characterized as written thinking.\(^1\) It means that writing is a way to produce language that comes from our thought. It can be written on a paper, computer or other electronic media.

"Like walking or cycling, writing is a matter of habit. The acquisition of any habit is accomplished through repeating and untiring practice on the part of the learning".\(^2\) It means that the writing skill can be mastered through repeating action and practicing continually of the skill.

b. Process of Writing

Writing is a never one-step action. There are three steps of writing namely prewriting, writing, and revising.

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1) Prewriting

Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. “Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise”. In prewriting step, we gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before we write.

a) Brainstorming

Brainstorming is a prewriting activity in which we come up with a list of idea about a topic on our own or in small groups with our classmates. In the brainstorming process, we write down every single thing that exists or comes into our minds. We need not then worry about the quality of the idea for the time being (at least). We simply write down our ideas in phrases or in single words, not in complete sentences. We do this partly to ‘save time’, or rather to be quick. The phrases or words can be verbs, nouns, adjectives, adverbs, or other parts of speech.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how our ideas are connected using circles and lines. The steps are:
1) Write the topic in the center of a blank piece of paper and draw a circle around it.
2) Write any ideas that come into our mind about the topic in circles around the main circle.
3) Connect those ideas to the center word with a line.
4) Think about each of your new ideas, and then connect them.

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5) Repeat this process until we run out of ideas.⁵

For example, suppose, we are writing about the television commercials. Using the clustering technique to get ideas, you might end up with the following.⁶

2) Writing

After we have finished in prewriting, we can continue to the next step (writing). As we write the first draft on our paragraph, we have to use the ideas we generated from prewriting as a guide. As we write, remember to:

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⁵Karen Blanchard and Christine Root, op.cit., p. 42.
⁶Ibid.
a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
b) Stick the topic does not include information that does not directly support the main idea.
c) Arrange the sentences so that the other ideas make sense.
d) Use signal words to help the reader understand how the ideas in your paragraph are connected.  

3) **Revising**

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

Revising are often helped by other readers or editors who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

c. **Types of Writing**

There are two major types of writing:

1) Practical writing  
   This type deals with facts and functional writing. We can find it in letters, summaries, or a series of notes.

2) Creative writing  
   This type usually exists in literature. Such as novel, romance, science fiction, etc.
d. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one’s meaning. To write an interesting text and good paragraph, we should know what a paragraph is. “A paragraph is a group of sentences which contain relevant information about one main or central idea” ¹¹

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. A paragraph basically consists of three parts, those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things. They are:

a) Unity / Cohesion

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b) Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless. ¹²

c) Completeness

A good paragraph contains enough detail information to explain and prove statements of a topic sentence. ¹³

¹³Otong Setiawan Djuharie, Paragraph Writing, (Bandung: Yrama Widya, 2009), p. 69.
Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1) **Content**: the substance of writing, the ideas expressed.
2) **Form**: the organization of the content.
3) **Grammar**: the employment of grammatical form and syntactic patterns.
4) **Vocabulary**: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5) **Mechanics**: the use of graphic conventions of the language.\(^\text{14}\)

### e. Teaching Writing for Junior High School Students

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. “Writing has always been used as a means of reinforcing language that has been taught”.\(^\text{15}\) In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary.

When writing, students need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. It can provoke their language development.

Teaching writing for Junior High School is not an easy job, because the range of age of Junior High School students varies between thirteen to fifteen years old. They can be named teenagers.

Teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Perhaps because of the enigma of teaching teenagers, little is specifically said in language-teaching

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field about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders.

Teens are ultra sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

1) Avoiding embarrassment of students at all costs.
2) Affirming each person’s talents and strengths.
3) Allowing mistakes and other errors to be accepted.
4) De-emphasizing competition between classmates.
5) Encouraging small-group work where risks can be taken more easily by a teen.¹⁶

Based on the statement above, the researcher concludes that the teacher’s role is very needed to motivate students in teaching learning process while students in a transition period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language.

Therefore, teens is a period of change, new experiences learning, and instability life. Teacher should provide them with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher’s job is to provoke intellectual activity by helping them be aware of constructing idea, then let them to resolve it by themselves even though still with the teacher’s guidance.

2. Genre

a. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”¹⁷

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of Genre

There are fifteen types of genre text. They are:

1) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

2) News story is a factual text which informs reader’s events of the day which are considered newsworthy or important.

3) Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

4) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

5) Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

6) Spoof is a kind of genre used to retell an event with a humorous twist.

7) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

9) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

10) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

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11) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

12) Discussion is a kind of genre used to present (at least) two points of view about an issue.

13) Description is a kind of genre used to describe a particular person, place or thing.

14) Review is a kind of genre used to critique an art work or event for a public audience.

15) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.\(^{19}\)

3. Recount Text

a. Definition of Recount Text

There are many things which happen in our life. Sometimes, we need to share our experience to other people. When we retell our past experience in a term of recount, it means that we want to tell other people about something that has happened in our lives.

According to Derewianka that was cited on Anny Martya’s thesis, in recount, we construct past experience. It contains the unfolding of a sequence of events overtime. The purpose of this text is to tell what happened.\(^{20}\) We might tell about what we did on the weekend or it might be about interesting events which happen when we were on holidays last month. It can be said that a recount is a piece of text that retells past events.

From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about

\(^{19}\)Ibid.

\(^{20}\) Anny Martya Hapsari, “Diary Writing as a Medium to Improve Writing Recount Text Ability: (An Experimental Study of the Tenth Year class of SMA 1 Sragen in the Academic Year of 2007/2008)”, thesis of UNNES, (Semarang: Library of UNNES, 2008), unpublished, p. 16.
their experiences. In Qur’an, we can find that Allah also told the stories of prophets before all were corrected with rational truths:

“We have sent forth other apostles before you; of some, We have already told you the story, of others We have told you nothing.” (QS. Al-Ghafir: 78).

From the verse above, we can conclude that sharing personal experiences through article can remind us of past experience that are glad or sorrowful experience. With experiences, we can be self-introspection to be better in the future.

b. Characteristics of Recount Text

1) Social function

It has the social function to retell event for the purpose of informing or entertaining.\(^{22}\)

2) Generic structures

There are some steps for constructing a written recount. They are:

a) Orientation

It is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.

b) Events

Events are where the researcher tells how the character reacts to the events. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened).

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\(^{22}\) Rudi Hartono, *op.cit.*, p. 6.
c) Re-orientation

Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional. From the statement above, the researcher concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in re-orientation.

3) Lexicogrammatical of recount

The lexicogrammatical or language features of recount are:

a) Use of nouns and pronouns to identify people, animals or things involved. For example; Edy, he, we, the dog, the librarian, etc.

b) Use of action verbs to refer to events. For example; go, help, etc.

c) Use of past tense to locate events in relation to speaker’s or researcher’s time. For example; Rina went to Jogja, I was there, etc.

d) Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.

e) Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, etc.

f) Use of adjective to describe nouns. For example; beautiful, soft, black, etc.

c. Example of Recount text

Here is the example of recount text:

MY PERSONAL EXPERIENCE

Orientation

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It

23 Artono Wardiman, et. al., English in Focus for Grade VII Junior High School (SMP/MTs.), (Jakarta: Pusat Perbukuan Depdiknas, 2008), p. 61
was hard for me to remember the chemical processes, physical
calculations, and biological processes.

Events 1
Once, my teacher grounded me in the library because I did not
do my Biology homework. The teacher asked me to read several books
and make a summary about them. When I was browsing the shelves, I
found a book entitled “The Inventors of Medicine”. I thought “OK, this
is a start”. I took it out then began reading it.

Event 2
I learned from Edward Jenner’s book. Edward was an English
doctor who found the cure for smallpox. The next book was Louis
Pasteur’s book. His interest in bacteria led him to discover the
treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s
experiments on bacteria also proved that tuberculosis can be spread to
others by contact. Finally, there was Alexander Flemming, a British
bacteriologist who found the first antibiotic and penicillin.

Re-orientation
After I read the book, I realised that science is useful for human
kind. By researching, we can discover things that can help human kind.
Therefore, since that moment, I managed to change my behavior and
became a doctor.  

4. Medium

Considering the researcher’s experience during her practice
teaching in SMA Unggulan Nurul Islami Semarang in the academic year
of 2008/2009 where media are available, media played an important role
in the teaching learning process.

The word media are derived from Latin word *medium* that means
something that is in the middle. According to Gerlach and Ely that was
cited on Anny Martya’s thesis, medium is any person, material, or event
that establishes condition, which enables learners or students to acquire
knowledge, skills and attitude. It means that a medium will help to
establish the condition for the learners to identify or describe something in
order to gain knowledge, skill, or attitude.

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In addition, Gagne and Briggs said that medium is device used to deliver content of material which includes some of books, recorder, video, film, photo, graph, picture, television, and computer.\(^{28}\) In other words, medium is a component of sources of learning or vehicles that consists of instructional material which can motivate students to learn.\(^{29}\) It means that teaching learning medium is a kind of means or instrument used by teachers on conveying the materials to the students. The use of a medium is very needed to reach the purpose of teaching and learning process.

By using an appropriate medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that in teaching English in Indonesia, teachers should make some strategies as well as medium to make the teaching learning process be conducted well. In this research, the researcher only discusses diary writing which has function as a medium.

5. Diary
   a. General Concept of Diary

"Diary is kind of personal writing".\(^{30}\) The word *diary* comes from the Latin *diarium* ("daily allowance," from *dies* "day"), found more often in the plural form *diaria*.\(^{31}\) In Indonesia, diary in a private case is called *buku harian*. Diary is usually made in order to make a reflection of personal purposes and sometimes can be made to be a more formal and public study.

"Diary can be described as a manuscript or typescript kept on a more or less regular basis by individual recording daily events, thoughts


\(^{29}\) Ibid., p. 5.


and opinions, the weather or almost anything else.\textsuperscript{32} Moreover in Wikipedia, it is stated that:

Diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. Diaries undertaken for institutional purpose play a role in many aspects of human civilization including government records, business ledgers and military records.\textsuperscript{33}

The statement above means that diary generally is the record of people’s experience that happened periodically. In writing diary, someone can share what he or she has in mind after they showed or felt something. People usually write a particular moment in their life.

Diary will be means to communicate people’s thoughts, ideas, feelings, and emotions. They need affection from their friends and need to be heard and respected. But sometimes, they also need to share with themselves through diary writing. Keeping diary is an excellent means of documenting experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

\textbf{b. The Advantages of Diary}

Diary has some advantages. They are:

1) The value of reflection

Diary provides an opportunity for student to think both about how they are learning, and also about what they are learning. This kind of introspection may well lead them to insights which will greatly enhance their progress.

2) Freedom of Expression

Diary allows student to express feelings more freely than they might do in public.


\textsuperscript{33} Wikipedia, \textit{loc. cit.}
3) Developing writing skill

Diary writing contributes to a student’s general writing improvement in the same way as training enhances an athlete’s performance: it makes them fit.\(^{34}\)

4) Student-teacher dialogue

Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level.\(^{35}\) When a teacher writes to a class and says, ‘you can write to me on any subject and I will reply. But do not worry, I will not show it to anybody else’, the student knows they have a channel of communication that was not there before. When a student writes in a diary, he or she knows that the teacher will read what is written with, perhaps, a different eye from the normal evaluative one. A different kind of conversation therefore takes place.\(^{36}\)

c. Contributions of Using Diary in the Teaching of Writing Recount

In teaching learning process, teachers are expected to make it more interesting through the medium used. Diary is one of the media that can be used in teaching writing, especially in writing recount text. “Significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. Diary or journal writing also falls into this category”.\(^{37}\) In addition, Nunan said that

Diaries, logs, and journals are important introspective tools in language research. They have been used in investigations of second language acquisition, teacher-learner experience, teacher education, and other aspects of language learning and use.\(^ {38}\)

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\(^{36}\)Jeremy Harmer, *loc.cit.*


According to the statement above, we know that diary also can be used as a medium in language teaching and learning. Brown stated that in virtually any ESL class, diaries, letters, postcards, notes, personal message, and other informal writing can take place especially within the context of interactive classroom. Diary proposes to develop learners’ skills in their performance of writing by reporting what they saw in their daily life.

This kind of strategy is relevant to Curriculum of 2006. It relates to the learning stage that is called ‘Independent Construction of the Text’ (ICOT). This staged is aimed to build personal student’s motivation to hold continuing practice writing. Student may choose to write their own texts on related topics or they may write about their experiences on that day.

Diary is actually an individual work that can be given to the learner in order to make the learner be motivated to hold practice continually in his or her daily activity without any pressure. Retelling their experiences through diary can be a good practice to teach recount text, especially in grammatical points. The frequency of practice in writing something in his or her daily life will improve their skills in writing and reduce making errors.

d. Example of Diary

Here is the example of diary:

Beni’s Diary
April 2008

14 Monday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn’t come, because he was ill too.

15 Tuesday. The doctor came at 11 o’clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

16 Wednesday. Dad bought me a model aeroplane. I read the instructions, but I couldn’t make it, because the

glue was eaten by the dog. Mom took the dog to the vet. I took my medicine again. Yuck! Yuck!\textsuperscript{40}

B. Previous Researches

There are some researches that have similar topic or idea with this research. First, Anny Martya Hapsari (Student Number: 2201403630) with her thesis entitled \textit{Diary Writing as a Medium to Improve Writing Recount Text Ability at the 10\textsuperscript{th} Year of SMA 1 Sragen in the Academic Year 2007-2008}, found that the main purpose of her research was to know the students’ achievement in writing recount text after they were taught by using diary writing.\textsuperscript{41} The research concluded that strategy of using diary writing in teaching writing recount text seemed to be applicable for the class she taught. The strategy helped the students solve the problem in writing a text. From the final calculation, there was a significant difference in the achievement between the students who were taught by using diary writing and those who were taught by using conventional method, where the students writing recount text through the use of diary writing was better in writing. The similarities between Anny and the researcher’s thesis are both thesis were focused on the use of diary writing in the teaching of writing recount text. Beside that, they were experimental research with the existence of control group. The differences were Anny asked the students to practice writing diary in the class, while the researcher asked the students to practice writing diary continually as their homework. Beside that, Anny only used ‘test’ instrument to collect the data, while the researcher also interviewed the students to get their responses in writing diary.

The second researcher is Sutirah (Student Number: 2201404319) with her thesis entitled \textit{Diary as a Teaching Medium in Recount Writing: The Case of the Eighth Year Students of SMPN 1 Kedungreja Cilacap in the Academic Year 2008-2009}.\textsuperscript{42}

\begin{itemize}
\item \textsuperscript{40} Artono Wardiman, \textit{et. al., op.cit.}, p. 107
\item \textsuperscript{41} Anny Martya Hapsari, Student Number: 2201403630, “Diary Writing as a Medium to Improve Writing Recount Text Ability: (An Experimental Research of the Tenth Years Class of SMA 1 Sragen in the academic Year of 2007/2008)”, Thesis of UNNES, (Semarang: Library of UNNES, 2008), unpublished.
\end{itemize}
Year of 2008/2009. The thesis showed that the use of diary writing could improve the students’ writing skill. The students got higher score after practice writing their experiences in diary. There were some similarities between Sutirah and the researcher’s thesis. First, both Anny and the researcher used diary as a medium to teach writing recount text. Second, the students were asked to write diary continually as their homework. The differences between the two thesis were Sutirah used one group design experiment where there was not control group, while the researcher used two group design experiment with the existence of control group. Beside that, Sutirah used test instrument, but the researcher used test and interview instrument.

Beside that, Thesis entitled Using Suggestopedia Method to Improve Students’ Writing in Recount Text: A Classroom Action Research at Eighth Grade Students of SMPN 2 Juwana Pati in the Academic Year of 2009/2010 by Rika Ismawati (Student Number: 3105265), conducted the research based on the problem that was faced by the students in writing, where they were low in writing skill. The result of the research showed there was a significant difference in their writing skill after teaching by using suggestopedia method. Both Rika and the researcher focused on the teaching of writing recount text at 8th grade of SMP. But they were different in the teaching technique. Rika focused on the use of suggestopedia method, while the researcher focused on the use of diary writing. Although they were different in teaching technique, but both technique gave contribution in teaching writing.

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C. **Action Hypothesis**

In this research, the researcher assumes that using diary writing to teach writing recount text is effective because students can practice writing freely without any pressure. Moreover, it has the same form as recount text. So it can be used to motivate the students to improve their ability in writing recount text and reduce making errors.