

CHAPTER II

LITERATURE REVIEW

A. Writing

1. The Definition of Writing

To write means to produce something in written form, so that people can read, perform or use it (Hornby, 2000: 502). It means that besides using the spoken language to express their feeling idea or thought.

Writing is one of the four basic skills. It is obvious skill and complex processes to get product. It is important for the students or advanced people as tools of communicating ideas, that is used of written or printed symbol, as found in book, newspaper, magazine and letters. Ramelan (1992: 14) states that writing is a representation or symbol.

Writing is an act of communication; it is an act of making marks on a paper, in a form of graphic representation, to make meaning. Halliday (1984: 14) states that writing is a part of language. "More specifically, it is one kind of expression in language".

In order to get good writing, someone makes correct sentences then to organize a paragraph and we have purposes to communicate with our reader using written language. Before starting writing, the students have purposes of writing. Hopefully, they can express their ideas correctly and clearly.

Writing is two step processes. The mind has an idea or thought and shapes that thought into words, those words are then placed into paper. (<http://www.welltrainedmind.com/elementary.php>)

2. The Student's Problem in Writing

Nurgiyantoro (2001: 298-299) stated there were some problems faced by the students when they learnt writing, namely:

a. Organizing Idea

The problem usually faced by students in writing composition is about how to organize the idea into sentences. In writing composition, the students usually write the content which is not suitable with the theme. It happened because the students get difficulties in developing their idea and sometimes they do not know they will write.

Someone can write composition well if the rule of writing paragraphs is known by the students. It must be started by choosing the theme, and then make an outline which can help the students in arrange the sentence or paragraph. By those ways, some mistakes in writing composition can be avoided. Of course, content of the composition will suitable with the theme.

b. Lack of Vocabulary

Vocabulary also becomes an important part in writing. If the vocabularies are not mastered well, the students will get difficulties in writing.

Most of the students face this problem, because they are not mastering the vocabularies. So, they often write sentence which is not communicative. The incorrect words are chosen by the students when they want to write something in their composition.

c. Grammar Accuracy

The students try to make composition, they always confuse whether their sentences are grammatically correct or not. Generally, most of beginner students do not master English grammar well. They just start to learn English so their competence is still weak especially in grammar. It becomes problem when they have to make composition which consist of sentences.

3. The Requirements of English Writing

Writing has a responsibility to express the ideas semantically and grammatically well. In a target language the beginning writers whose mother tongue is not English, to write both semantically and grammatically correct demands a great deal of practice. To a certain extent it is found easier to write semantically only than to write grammatically. This is possible because of the complicated grammar. The language rules have not yet been internalized provide that the (student). The teacher pays attention of students' works before submitting or finalizing the works. Most grammatical mistakes however, can be avoided. Bram (1995) sated there were some requirements in writing English, namely:

a. Concord

1) Using the masculine and feminine pronouns correctly. For example:

a) My sister goes to school; he is in the first grade (incorrect)

b) My sister goes to school; she is in the first grade (correct)

2) Using the correct forms of the nouns after the following words:

a) One, a, an, each, another and every, are followed by countable singular nouns. For example:

- Each tree (correct).

- Each trees (incorrect).

b) Two, three, etc, many, these, those and a few are followed by countable plural nouns. For example:

- Two pencil (incorrect).

- Two pencils (correct).

b. Finite Verb

Every simple sentences and the principle (main) clause in every complex sentence each contains a finite verb.

For example:

- He happy (incorrect).

- He is happy (correct).

c. Tenses

Do not change the sentences from present to past or from past to present unless have a good reason.

For example:

- The students are ready. The tutor taught the next step (incorrect).
- The students are ready. The tutor is teaching the next step (correct).

d. Verb Groups

Make sure that the verbs in questions and negative constructions have correct form. For example:

- He does not allowing (incorrect).
- He does not allow (correct).

e. Articles

1) In using a singular countable noun, put “a” on a similar word before the noun. For example:

- He puts book on the chair (incorrect).
- He puts a book on the chair (correct).

2) In an uncountable noun or a plural, do not put “a” before the noun.

For example:

- He gave me a useful information (incorrect).
- He gave me useful information (correct).

3) In using the name of person, town or country, do not use “a” or the in front of it. For example:

- A mary left for the Jakarta (incorrect).
- Mary left for Jakarta (correct).

f. Punctuation

- 1) Use capital letter at the beginning of every sentence, a full stop at the end of every statement and question mark at the end of every question.
- 2) Use a capital letter to begin the name of person, town or country.
- 3) Use the possessive apostrophe correctly. For example:
 - Siti car (incorrect).
 - Siti's car (correct).

g. Spelling

- 1) Use the words there and their, and than and then correctly.
- 2) Make sure that end in p,t,d,m,n, and l and has a short vowel in its final syllable, the consonant should be double who suffix es, -able, -ed, and, -ing are added when the final syllable contains a long vowel, the consonant should not be doubled.
- 3) In using a word which spell the sound /I: / with the letter; and e you should use this rule for their order: I before (no after) e (there is an exception: seize).

3. The Nature of Recount Text

Taken from understanding text. Blogspot.com, recount text is a text written to retell for information or entertainment.

The purpose of this text is to list and describe past experiences by retelling events in the order in which they happened (chronological order).

Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

Based on the description above, it can be concluded that recount text is a text which is used to retell to others about our experience in the past chronologically.

a. Type of Recount

There are many types of recount. They are:

1) Personal Recount

These usually retell an event that the writer was personally involved in.

2) Factual Recount

Recording an incident, e.g.: a science experiment, police report.

3) Imaginative Recount

Writing an imaginary role and giving details of events, e.g.: A day in the life of a pirate; how I invented...

b. The Generic Structure of Recount Text

Mukarto et al. (2007: 62) states that the generic structures of recount text are:

1) Title (optional)

It usually summarizes the text and informs specific participants. It is possible or not to give title in our recount.

2) Part 1: Setting or Orientation

It provides the background information. It answers the questions: Who, When, Why, What experience.

3) Part 2: List of Events

It presents events what people do? It tells the events chronologically. It uses conjunction or connectives like, first, second, then, next, finally, etc. They show the sequence of events.

4) Part 3: Reorientation

It shows the concluding comments. It expresses the writers' personal opinion regarding the events described.

c. Language Features of Recount Text

The language features used in recount text are:

- 1) It is written in the past tense (he walked, she slept).
- 2) It frequent use is made of words which link events in time, such as next, later, when, then, after, first, at the same time, as soon as she left, late on Friday).
- 3) Recount described events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).
- 4) Details are often chosen to add interest or humor to the recount
- 5) Use of personal pronouns (I, we).
- 6) The passive voice may be used.

B. Diary

The word diary comes from the Latin word *diarium* (“daily allowance”, from *dies*, “day”- more often in the plural form *diaria*).

1. The Definition of Diary

Diary means a book, something with spaces for each day of the year, in which one writes about one’s daily experiences, records one’s private thoughts. And also a book with spaces for each day of the year, in which one can write down appointments, things to be done in the future, etc (Hornby, 2000: 119).

A diary is a book for fragmentary writings arranged by date. It can be used for recording in advance appointments and other planned activities, and/ or reporting about what has happened. Diaries have evolved from business notations, to listings of weather and daily personal events, through to inner exploration of the psyche, or a place to express one’s deepest self.

(<http://www.wordiq.com/definition/diary>).

A diary is a register of daily events or transactions; a daily record; journal; a blank book dated for the record of daily memoranda.

(<http://www.brainyquote.com/words/di/diary153983.html>).

2. Keeping a Diary in English

Keeping a diary in English is one of the effective ways to improve our English writing ability. Compared with other forms of writing it is shorter and takes less time. It can help us to collative the habit of thinking

in English. If it is persisted in this practice, gradually it will be learnt how to express ourselves in English.

In keeping a diary in English, we inevitably run up against a lot of difficulties. In appropriate words and phrases give expression to their mind. They can also turn to our English teacher for help, if necessary. In short, it is great use to keep a diary in English for development of our writing skills. (<http://www.eyenet.com.en/englishcorner/exam/writing/post.htm>).

3. The Advantages of a Diary

Raimes in Hidayah (1983: 90) explained that when people write every day, for their own eyes and not to be judge by another, it is found that they can write fluency increases. They labor less overreach word. When they write about something that concerns them, they worry less about being correct. All of this is useful in learning to write.

There are some advantages of keeping a language learning diary:

- a. Learning diaries can be student's language memory.
- b. Keeping a language learning diary is like putting coins to a coin box every day.
- c. Learning diaries are learning boxes of students.
- d. They can take whatever they want in the future.
- e. They provide daily reflections as to what they have learnt and experienced in the classes.
- f. Students can evaluate their progress on their own. It is a kind of self-evaluation.

- g. They can help students organize their learning activities.
- h. They help students learn from their experiences, achievements and mistakes.
- i. Students can also improve their language skills by writing the things they learn.
- j. They can also motivate themselves by writing their feelings on their learning.

(<http://www.nikpeacy.blogspot.com>).

When students are keeping a diary, they write down a record of past experience in their live over a period of time. Their purpose is to tell what happened. They normally begin by giving background information (the orientation) to enable the reader to understand who was involved, where it happened and when it happened. Then the diary entry continues with series of events in chronological order. From time to the diaries may offer personal comments on what is being recorded.

4. The Example of Diary

This example from Mukarto (2004: 108)

Dear diary,

This morning my friends and I went to EOS art camp. We traveled by bus and it took an hour to get there. Some people from the camp welcomed us at the open stage. They would be our guides during our visit.

First, we went to art studio. There was no activity in that place but we walked around to see the paintings and statues.

Then we continued our tour to the film studio. We saw a film making in the film studio and tried some music instrument in the music studio.

On the way to dormitory we stopped in the shop to some souvenirs.

The dormitory was very clean and tidy. I had two separated buildings for male and female students.

From the dormitory we went to the lake. It was a beautiful lake. We saw some students canoeing and water skiing.

Finally, we went to EOS studio. We met Shanti and lunch with her. After lunch we took some photo and got back to our bus.

It was a tiring day but everyone was excited. We planned to join the program there.

C. Teaching Writing Using English Diary

Teaching writing using English diary is one method that is used to try to develop a 'one to one' relationship even with large classes of students. (Peace, 2007 : 1).

1. What Makes a Good Learner Diary

Peace (2007: 2) states that the teacher will feel that a learner diary, at its best, should be a private dialogue between a student and a teacher. It does not only have to be about the learning process, but can be about almost anything that the learner would like to know or discuss.

The teacher can share her/ his genuine rather than simply correcting student's grammar and spelling.

Below the writer shows the reasons why the teacher using learner diaries, but these are the reasons which the teacher can find most motivation:

- a. Learner diaries provide a 'one by one' connection to students and allow them and the teacher to develop an individual relationship, which can be hard to do front of a classroom, especially with larger classes.
- b. They can become a form of authentic communication can be very hard to achieve within the classroom.
- c. Learner diaries provide the teacher some really valuable insight into what students think of the lesson, what they understand and what problem they are having.
- d. Using over period of time, students can look back at early diaries entries and see how much their English has developed.

2. Some Potential Problems

- a. If the learner diaries are successful, the students write more; this can be very demanding on the teacher's time, especially if the teacher has large class students. The solution is the teacher gives the students limited time in class can also help to limit how much work the teacher has to do response.

- b. Some students just do not like activity and do not really want to develop a one to relationship with their teacher. The solution is the teacher has often had student who have only done the absolute minimum for their diaries and when this happens the teacher has accepted that it is their decision how much or little they write.
- c. The decision of whether or not to correct mistakes within the diary is a difficult one. On the hand correcting mistakes distracts from the “authenticity” of the exercise, but on the other hand, if mistakes within the diary are not corrected then students can assume that what they have produced is correct. The solutions are:
- 1) At the times the teacher has asked students whether they what their writing corrected in the diary and left the decision to them.
 - 2) In cases where the teacher has not wanted to correct, the teacher has told the students that the teacher does not correct their work.
 - 3) Where possible the teacher has tried to reformulate their errors correctly within teacher’s reply to them and just hoped that they notice this.

3. The Procedure of Teaching Writing Using English Diary

In the end of the lesson, each student gets a paper diary and the teacher asks them to keep a diary in English, and allow twenty minutes making entries at least twice a week. The diary can be about the students’ experience of the lesson or the topic of the lesson.

They allowed writing use a dictionary to help them knowing the new vocabularies.

Teacher gives some feedback to the students, so the teacher knows how their errors should be dealt with exploring at the same time better way to teach grammar with the continuous use of the diary approach. It can make students are not to be afraid to make grammatical mistakes and students will try to use words which had taught in classroom or in the textbook.

The stages of teaching writing recount text using English diary:

- a. Teacher explains the competence that will be achieved.
- b. Teacher gives the material which will be learnt.
- c. Teacher distributes a piece of paper to each student.
- d. Teacher gives instructions how to write diary in English.
- e. Teacher asks the students to think about their past events.

It can be their experiences, funny or unique events, and their life.

- f. Teacher asks them to write it on an English diary form.
- g. Teacher gives conclusion.

D. Basic Assumption

From the explanation before, the use of English diary could give a cheerfulness and comfortable in writing learning. Students would initiate their own topics of interest and make entries freely on their English diary. They could write text easily especially writing of recount text because they could

find their ideas in writing without any difficulties. So, they could write the sentence easily. They also would not get difficulties to get some ideas, because both of them were telling about activities in the past. So that, English diary gave more chances to the students to train in writing especially in writing of recount text. Moreover, the diary entry approach also allowed teacher to offer students individualized help.

E. Hypothesis

Based on the explanation above, the writer formulated the hypothesis below:

English diary is effective for teaching writing of recount text at the second grade students of MTs Negeri Bobotsari academic year 2011/ 2012.