CHAPTER II
RELATED LITERATURE REVIEW

The purpose of this research, as mentioned in the preceding section, is to help students write better. As a result, the discussion in this chapter will center on a review of the related ideas that explain the analysis. This chapter will demonstrate the concept of writing, teaching writing, recount text, and idea listing technique.

2.1 The Nature of Writing

There are two methods for conveying information. Both of them are writing and speaking. But the reality is that when writing, we must make a concerted effort to think about our ideas in a systematic way. We must arrange the words in our writing to create strong sentences with appropriate grammar. According to Jeremy Harmer (2010), writing is a basic language skills, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. Also, Penny Mckay (2006) stated that Writing is complex activity requiring children to think about a number of factors simultaneously, for example, the formation of letters or character, vocabulary, grammar and punctation, layout, organization and selection of appropiate content for the intented audience. Writing is also a cognitive activity.

Harmer (2010), says that writing is a process as well as a product. The process of composing is as important as the final product. In other words, writing is not merely producing a text or an essay but the more important one is how the

process of producing the text is done. It means that writing can be viewed in two sides, writing as a process and writing as a product. As a process, writing seen from the activity from the beginning to the end. While writing as a product deals with the result of the students writing itself. These two terms take the most important part in producing a text or an essay. In writing we can make our experiences become more meaningful. The other people can also enjoy it as they read it. For instance, people write their experiences or even their story on magazine so that other people can read and enjoy it.

Brown (2004), says the characteristics of a language can also be used to understand the differences between speaking and writing. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language. Here are list of the characteristics that differentiate written language from spoken language as stated by Brown (2004).

1. Permanence

Oral language is temporary and must be processed in real time, whereas written language is permanent and can be read and reread as many times as intended. Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to emend, to clarify, to withdraw. Therefore, whatever you can do as a teacher, guide, and facilitator to help your students to revise and refine their work before final submission will help give them confidence in their work.

2. Production time

Writers typically have more time to plan, review, and revise their words before they are finalized, whereas speakers must plan, formulate, and deliver their utterances in a matter of seconds in order to maintain a conversation.

3. Distance

The distance factor requires what might be termed "cognitive" empathy, in that good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4. Orthography

It has a limited amount of information in comparison to the variety of devices available to speakers to enhance a message (e.g intonation, pitch, volume, pausing, etc).

5. Complexity

Written language has longer clauses and more subordinators, but spoken language has shorter clauses connected by coordinators and more redundancy (e.g. repetition of nouns and verbs).

6. Vocabulary

The use of vocabulary is more required in written language than it is in speaking. A good writer will be able to use the rich vocabulary of English.

7. Formality

Writing typically tends to be more formal than speaking. It's because of the

social and cultural uses to which writing is ordinarily put.

(M.F. Patel & Praveen M. Jain 2008), says writing is a kind of linguistic behaviour a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students expression at higher stage.

According to the definitions above, students must be able to transfer thoughts, ideas, and feelings to select important information when writing. Writing is a skill that may be learned through practice. It is rarely learned in a single sitting but rather through a series of steps. In addition, a series of contrasts can be used to define writing: It is both physical and mental, its goal is to both express and impress, and it is both a process and a product.

2.2 The importance of Writing

Writing is the complex process it means that in writing students have to consider many things to build a good writing result. Harmer (2004) states that there are many advantages of learning writing. They are as follows:

a. Writing is often not time- bound in the way conversation is It means that students have longer time to think. than in speaking activity. They can check their grammar patterns.

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b. Writing encourages students to focus on accurate language use because they think as they write; it may provoke development well as they resolve problems which writing puts in their mind.

c. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

d. Writing is frequently useful as preparation for some other activity. This means that writing can be helpful in preparing oneself for another task or activity. For example, if you need to give a presentation, writing down your ideas beforehand can help you organize your thoughts and prepare for the presentation. Similarly, if students are preparing for an exam, writing notes or practice questions can help them consolidate your understanding and better retain the information.

2.3 Teaching Writing

Teaching is an educational activity. It is very important in the educational system and plays a significant part in the connection between a teacher and a student. Some claims can be made to define what teaching is. Teaching is the act of a teacher, a profession, and a concept, theory, or instruction that is conveyed. A teacher's job is to mentor and assist students in learning. It is anticipated that the teacher will assist and guide the students in helping them learn the subject. The teacher also needs to interact well with the students.

(Brown 2001) says, As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect

for student opinion, must not impose his or her own thoughts on student writing. Teaching may be definite as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, cause to know or understand.

Nowadays, there are different ways to define teaching. The teacher has the most significant things to use such responsibility for, such as organizing, security, motivation, instruction, modeling, guiding, information feedback, encouragement, and evaluation. As a result, the teacher must organize, secure, motivate, instruct, model, guide, inform, provide feedback, encourage, and evaluate.

According to the statements above, teaching can be defined as an activity or process that assists someone in getting information and learning how to do something. It also encompasses the transmission of scientific knowledge, skills, and attitudes. The transmission is a method of arranging and controlling someone's potential sources in order to help students acquire and develop new knowledge.

2.3.1 Process of Writing

Writing is a challenging process with multiple stages. The goal of process writing is to approach each element that determines what we write down one at a time. According to Harmer (2004), the writing process is divided into three stages: Planning, Drafting, and Editing.

a. Planning

Planning is an organized technique used to accomplish a specific goal. Planning is the first step in the writing process and consists of a set of techniques for obtaining and generating ideas for writing.

b. Drafting

Drafting is the process of creating a preliminary sketch. Drafting, the second stage in the writing process, is a set of tactics for organizing and developing a continuous piece of writing.

c. Editing

Editing is the process of improving or correcting a work in progress. Editing, the third and final stage of the writing process, is a set of procedures used to re-evaluate the choices that resulted in a piece of writing.

2.3.2 Components of Writing

A good piece of writing must be supported by a variety of aspects, including grammar, vocabulary, organization, and mechanics.

1) Grammar

Grammar is important while writing a paragraph or an essay. It helps the writer in creating good writing, and the reader will obviously find it simple to understand. A lack of grammar knowledge will confuse and make it difficult for readers to understand the ideas in the writing text. Because the paragraph is not grammatically correct, the information it attempts to convey with the readers is meaningless. According to

Murcia (2001), Grammar in Writing emphasizes that a focus on form in composition can help writers develop rich linguistic resources needed to express ideas effectively in addition to providing assistance in error correction. Frodesen summarizes current controversies about the role of grammar in writing, discusses learner and situational variables, and describes activities for incorporating grammar into writing instruction.

2) **Vocabulary**

Vocabulary is a key component of language competency and is one of the most significant factors in teaching everyone to be a good writer. In language teaching, vocabulary is important. It indicates that when we learn a language, we naturally learn the vocabulary as well. According to Murcia (2001), Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teach-ing, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner.

3) **Organization**

Organization is concerned with the pattern for expressing our ideas in writing. In organizing the writer, of course, must choose, arrange, and sort the words used in order to become a good written work and can be easily understood by the reader. It usually refers to the main body of

a written work. It offers readers with the details they need in a structured way. In light of the description provided above, it can be stated that organization refers to the process by which a writer arranges the ideas in a phrase to achieve coherence and unity.

4) Mechanics

The last component of writing that is important to developing a good paragraph is mechanics. Mechanics are an important part of writing. It is important for writers to learn how to employ mechanics in writing in order to convey their ideas to readers in a clear and understandable way. According to Writing mechanics, including capitalization, punctuation, and spelling.

a. Capitalization

The use of capitalization in writing will make the ideas clearer. Additionally, the reader can understand between sentences when capital letters are used correctly. Farid (2021) says, Capitalization or capital letter is also an important element in writing good English sentences. Capital letter is used at the beginning of sentence and at the first letter for the names of people, the days of week, the months of the year and their abbreviation, nationalities and language, etc. is needed to explain name of place, person and to begin a new sentence when writing a paragraph. If the sentences are not correctly capitalized, ambiguous meanings and misunderstandings will result. It also constructs one sentence from another. The use of

capitalization in writing determines the correct paragraph. It also assists the reader in identifying between a specific and general class of people, places, and other things in the paragraph.

b. Punctuation

It can be employed as a unit of meaning and suggestion, as well as how its related units are connected to one another. Farid (2021) says, Punctuation is needed to convey the meaning of a sentence. In writing, punctuation is really important. It serves as a signal to help readers understand and make sense of the text writers create. Punctuation also serves as a signal in written language, assisting the reader in clarifying and interpreting the correct meaning of sentences. There is a lot of punctuation. There are eleven major punctuation points. They are full stop or period (.), comma (,) hyphen (-), question mark (?), exclamatory (!) inverted commas/single and double ('' and ""), semicolon (;), colon (:), brackets () apostrophe (') and capital letter (A, B, C…..).

c. Spelling

Spelling is also important and necessary in writing. To write English well, the writer must be able to master the art of word formation. Because when students incorrectly spell a word, the reader may not understand what the word means. That is why teachers must focus on spelling instruction. Many students, particularly in Indonesia, find it difficult to write English words because it is

unfamiliar to them.

According to Sudijono (2010), there are five components presented in the analytic scoring rubric for writing test, such as: content, organization, vocabulary, language use, and mechanics. The researcher uses an analytical scoring rubric to analyze the data related to the students' paragraph writing test.

2.3.3 The Paragraph Writing

There are some definitions about writing based on the some experts. There are some definitions about paragraph based on the some experts. Sanggam (2007) states that paragraph is a product of Iriten language skill to express the topic in a piece of writing. Lunsford and Collins (2003) defines that paragraph is a group of sentences or a single sentence that forms a unit.

From the explanation above it can be concluded that paragraph is a written form which is contain several sentences and related to one main topic.

2.3.4 Characteristics of a Good Paragraph

According to Francis B. Tatel (2016), the characteristics of a good paragraph are: Unit, Coherence, and Emphasis.

a. Unit

The paragraph unit is one of the most important aspects of good writing. It describes all of the sentences in the paragraph. In a paragraph, unity means discussing only one main idea. Every good

paragraph has unity, which means that only the main idea is discussed in each paragraph. As a result, the topic sentences and supporting ideas are only focused on the main idea.

b. Coherence

A paragraph has coherence when each sentence is connected to the next. The reader can easily find the information in the paragraph. Every good paragraph should be coherent. From beginning to the end, a paragraph that makes sense moves smoothly. A reader can easily follow your ideas because one sentence naturally leads to the next; there are no sudden jumps.

c. Emphasis

Another vital requirement of a good paragraph is emphasis. A paragraph is emphatic if it is so constructed that it is shows what is important and what is subordinate in its content.

2.4 Teaching Writing to Junior High School

Students believe that writing is a difficult task. They struggle to turn ideas into effective writing, and they also struggle with grammar. Teachers find it difficult to understand their work since they are unable to organize their sentences.

According to the current curriculum, students should be able to write a variety of texts when learning how to write. This means that an English teacher

needs to come up with a solid plan to help the students become proficient writers. And it is believed that the technique would address issues with students writing, such as a lack of vocabulary, a lack of desire, a lack of ideas, etc.

According to Steve graham (2005) there are seven recommendations for teaching writing. First, make time for writing across the curriculum, and gradually engage students in various types of writing. Second, boost students writing knowledge. Third, encourage students enthusiasm, delight, and motivation to write. Then, assist students in writing strategically. Then, practice and learn the fundamentals of writing. Additionally, use technological writing tools. Finally, employ assessment to determine a student's progress and needs.

The teacher should evaluate the students' work in order to assess their progress in learning English. Assessment has long played an important role in the process of teaching and learning, not only in the English language, but in practically every topic of study in education. While, according to Brown (2003) stated that assessment is ongoing process which includes a much wider domain; the teachers should considere many aspects in determining the final scores of students. In addition to the daily test, mid-semester, and final semester scores. Not only that, the teacher should pay attention to the students' participant, performance, presentation, homework, etc.

Related to this, the curriculum in SMPN 21 Surabaya is developed based on the school based curriculum (SBC). The standards competencies and Basic Competencies (SK and KD) in this school are derived from the Standard of Content which is issued by the National Ministry of Education.

Table 2.1 Standard of Competence and Basic Competence of Writing Skill for Junior High School Students Grade VIII Semester 2.

Standard Competence	Basic Competence
1. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar	1.1 Menerapkan struktur teks danunsur kebahasaan untuk melaksanakan fungsi social recount text dengan menggali informasi terkait pengalaman pribadi di waktu lampau. 1.2 Membaca recount text dalam bentuk tulis yang sederhana. 1.3 Menangkap makna dalam recount text dalam bentuk tulis yang sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan baik dan benar.

Based on Standard of Competence and Basic Competence of Writing Skill for Junior High School Students Grade VIII, one of the texts should be mastered is recount text.

In conclusion, the Recount text will be the main focus of the student learning because they lack mastery of writing vocabulary. The choice is also based on the Eighth-grade A-Students second semest er performance in terms of fundamental competence and competency standards. Writing instruction must also address students psychological need s. Teachers must use the proper teaching methods and learning strategies when instructing students. This will improve the effectiveness of writing instruction.

2.5 Recount Text

2.5.1 Definition of Recount Text

Students must master the following types of text: descriptive, narrative, recount, and procedure text. The type of each text has a different purpose, organizational structure, and language features that can be used in a text. These should be used by the students in their writing. However, the researcher of this research mainly focuses on Recount Text

A recount is a piece of text that retells a past event, usually in the order in which it occurred. The goal of a recount is to provide the audience with a description of what happened and when it happened. Recount text types include newspaper, report, conversation, speeches, television, interviews, and so on.

According to Coogan (2006) recount text is written to retell event with the purpose of either informing or entertaining their audience or readers (or both). The students are expect ed to express their ideas about the experience or last events focused to inform the readers.

It is difficult for students to write a recount text because they have no idea what to write, they don't really understand how the recount text is written, they lack mastery of writing vocabulary, and they don't know the rules for writing a recount text. Specifically, the social functions of recount text. As a result, the researcher is interest ed in using the Listing Technique Strategy in teaching recount text to make students understand the text and write easily.

2.5.2 Generic Structure of Recount Text

Table 2.2 The short example of a recount text

> **Hang out with my best friends**
>
> Last weekend, I and my best friend spent our time at Ciputra Mall. We went there by using my motorcycle.
> At the mall, we bought some coffee. The coffee was pretty good and fresh, also we did not forget to took some picture.
> After a few hours later, we came back home and felt tired.

There are three parts of the generi c structure in RecountText „ Namely:

a. Orientation

Orientation is who were involved in the story, when and where it happens.

b. Events

Events are to tell what happened in chronological order.

c. Reorientation

The conclusion of the stories.

The focus of schematic structure is on schematic structure is on sequence at events, all of which related to a particular occasion.

a. Orientation

Orientation is the background information need ed to understanding the text.

b. Series of Events

Series of events ordered in a chronological sequence at various stage

there may be some.

c. Personal Comment

On the incident (ex. We had a wonderful time).

2.5.3 Language Features of Recount Text

Recount text has some language feature. To identify the people, animals, and things involved in the recount text, a noun or pronoun is used. Use a past action verb to refer to the events recounted in the text. The past tense is used to locate events in relation to the speaker's or researcher's time. Conjunctions and time connectives are used in recount text to sequence the event. An adverb and an adverbial phrase are used to indicate place and time, and adjectives are used to describe nouns.

2.5.4 Types of Recount Text

As concept of writing, Josepine et al (2007) identify recount text consists of three parts, they are: personal recount, factual recount and imaginative recount.

a. Personal recount exposes an event in which the writer and the author got involved or acted in the event him self. Belong this type factual among other are daily funny incidents, entries, diary and etc.

b. Factual recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation and etc.

c. Imaginative recount is unreal event or story, like reading text for language lesson, a story about life of slave and etc.

2.6 The Definition of Listing Technique

One of the writing techniques is listing. It focuses on generating ideas for the paper based on the given topic. According to Dawe and Dorman (1984) "There are about 30 techniques in prewriting, such as journal writing, brainstorming, free writing, quick writing, listing, looping, asking questions, inventory, scratch outline, outlining, interviewing, monologues, survey talking, cubing, and so on,". It can help students generate ideas and develop topic sentences when writing. Idea listing technique is also referred to as ILT.

The process of listing technique is used by the teacher as a guide to generate ideas by topic for students. The teacher presents some topic options, and the students select one. Students must write what comes to mind about the topic or every word that comes to mind. Following that, students write down their thoughts.

According to Kaner et al (2007), generating ideas through listing is the process of generating a list of innovative solutions or ideas to difficult problems or topics. When a problem or topic is more complicated than it appears, using idea listing as a solution is an alternative. Students can begin organizing the topics and prioritizing the elements they want to discuss first. As a result, idea generation is frequently an important first step in reducing the complexity of a difficult task.

According to Oshima & Hogue (2007), Listing is a brainstorming technique in which you think about your topic and make a quick list of any words or phrases that come to mind. Your goal is to generate as many ideas as possible in a short period of time, and you want to find a specific focus for your topic. This technique makes students more interested in receiving an explanation about the

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topic because they try to develop their ideas into written form.

A technique for exploring ideas, knowledge, or information in the form of a conceptual or long list is referred to as idea listing. The ILT refers to a method of generating ideas for the target topic in writing that is used in the prewriting stage. The prewriting stage promotes idea generation (Brown 2001), and it is a method of organizing students thoughts and beginning to organize the information they have. Furthermore, as demonstrated by, students can produce creative and interesting texts when teachers give them the time and opportunity. It is used for brainstorming, among other things. In fact, idea generation must take place before students begin writing.

2.7 The Implementation of Listing Technique in Teaching Writing

Writing is one of the productive skills that students must master in order to develop their abilities. Students can develop their writing skills by using writing components such as spelling, grammar, punctuation, and selecting appropriate vocabulary during the writing process. As a result, the researcher focuses on teaching writing through listing.

Furthermore, when it comes to teaching writing, students require more attention in order to write well. According to Stuart and Cooney (2008), while teachers have very limited control over most of the intrinsic influences on learning, they do have control over what is taught and how it is taught. It means that the method or technique can assist students in developing their abilities. There are numerous types of media or techniques that can be used, one of which is the listing technique.

One of the writing techniques is listing. It is a technique in which the choice of words or topics is used to generate ideas by making a list of words or phrases about the topic. It is very beneficial to students writing abilities. According to Oshima & Hogue (2007) , there are some steps that must be done in listing process, they are:

a. Write down the general topic at the top of your paper.

b. Then make a list of every idea that comes into your mind about that topic. Keep the ideas flow. Try to stay on the general topic.however, if you write down information that is completely off the topic, do not worry about it because you can cross it out later.

c. Use words, phrases, or sentences.

d. Write down that idea on your paper.

The four steps in the listing technique will assist students as writers in organizing their ideas into written paragraphs. They will be guided to write what should be written based on the listing steps if they use the steps. Students must follow the steps in the correct order in order to complete their writing. As a result, they will be able to fully explore their ideas. Finally, they can produce good writing that is suitable for their needs.

2.8 The Advantages of Using Listing Techniques

There are some advantages and disadvantages in listing technique. The advantages and disadvantages of Listing Technique below are adapted from Miftah (2012).

The advantages are as follows :

    a.   The ideas of listing technique is easy to understand

    b.   Through listing technique can be generated the ideas in short time from the topic.

    c.   It is a good way to produce the ideas

    d.   It can rapidly to know information needed from the topic

2.9 Review of some related study

The study about Teaching Writing by Miftah "Enhancing Writing Ability Through Idea Listing Technique". The results shows that the students' achievement in writing expository paragraphs in Cycle I was not satisfactory yet. It was found that the percentage of the students achieving the score greater than or equal to C (60-69) was only 67.74% (21 students of the class. It was found that the average percentage of the students doing the activities was 69.44% (22 students of the class were actively involved in the writing activities). It means that the result was fail since it did not meet the second criterion of success.

The second of previous research take by Fata et al. with the title "A Study on Teacher's Experiment and Students' Development with Listing Technique (LT) in Writing EFL Class". It was found that there was significant difference of the students' writing skill between pretest and post-test after teaching by using listing technique. To prove the hypothesis, the writer used tscore formula. Based on data analysis t-score was 12.5, meanwhile table was 2.074. From the explanation, Listing technique can increase the students ability in Writing English.