

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher tries to explain theoretically related to the theories in this study.

2.1. The Nature of Writing

Writing is one of the ways to represent our idea and thought. In writing, we can show our feeling, experience, idea and thought. Kholil, stated that writing is the logical arrangement and organization of the sentence inside a paragraph, paragraph inside the units of discourse and expression of the idea.

Learning writing is importance because with learning writing, students also can learn and practice grammar, also learn in arranging vocabularies or words into good sentence and sentence into paragraph. Iswati (2011) state that writing is important because it can help students learn, such as: reinforcing the grammatical structure, idiom and vocabularies that they have learn.

Although, writing is important, writing is become difficult to learn and to teach because it involves a different kind of mental process, such as: sub skill which is it includes drafting, editing, revising, organizing and etc (Bachani).

2.2. Steps of Teaching Writing

Based on Technical Writing book, there are three steps of teaching writing activities. They are:

1) Pre-writing

A stage of writing process that requires teacher to prepare the students for writing and activate students' knowledge before writing. Pre-writing also called by any activities that done before writing. Here, the teacher will leading or brainstorm the students to the topic that they will learn so that the students ready to write, can decide their topic and organize their idea.

2) Writing/Whilst-writing

This stages also called by writing. In this stage of the writing process, the writer puts, and organizes his ideas into complete thoughts, such as: sentences and paragraphs so that the reader understand his massage. After getting idea in pre-writing stage, the students will try to put their idea into sentences then build sentences into paragraph. The main goal of whilst-writing is to develop the writers who repeatedly improve their writing.

3) Post-writing

A stage of the writing process in which teacher checks the students' task and let the students showed their task. Siregar stated that post-writing is the time to teacher in evaluating the students while teaching learning process and also prepares some plans to improve students' weaknesses whether the students need other remedial or not. Here, the teacher gave feedback to the students' task so that the students know their mistakes in their task.

2.3. The Writing Activities

a. Pre-writing

According Schimdt (2011) in pre-writing, teacher prepares their students for writing and activates students' knowledge before the students write, there are some types in pre-writing include:

a. Listing

It is an activity which the teacher or students make a list of idea that gotten from the students. This activity is a very important part of the writing activities. This activity provides oral practices of thought and idea for the students.

- a) Teacher introduces the topic to the students.
- b) Teacher asks some ideas from the student randomly.
- c) Students give some idea to the teacher.
- d) Teacher write down all the idea and suggestion that s/he got from the students so that the students can see what has already discussed.

b. Clustering

Clustering is an activity which students displaying "branches" of their idea by using circle and line to map out their thinking. Based on the TLC, clustering also called by webbing or making connection between some ideas to other idea which still related. It supported by Hariani (2013) who stated that clustering belongs to a visual way that showing how to connect the topic and ideas using circle and lines. There are some steps to do clustering activities, they are:

- 1) Teacher asks students to write a topic in the center of a blank piece of part and make a circle around the topic.
- 2) Teacher asks student to write down any ideas that come into their mind about the topic around the main circle.
- 3) Teacher helps the student to connect their ideas to the center word with a line.
- 4) Teacher thinks about each of new ideas, writes more related ideas in circle near the new ideas, and gives example how to connect them, then asks students to try in thinking about each of new ideas, write more related ideas in circle near the new ideas, and connect them also.
- 5) Teacher asks the students to repeat this process until the run out of ideas.

c. Questioning/Journalism

Questioning also called by journalism. It is an activity that uses a simple question such as: who, when, where, why, and how. As Mogahed (2013) stated that Journalism refers to very simple question. The activities are common used by the teacher. In questioning activity, here the teacher gives some question including who, when, where, why, and how for guidance the students in connecting their ideas after getting the topic. Teacher asks students to write descriptive text, they may describe people, place, things or animals. For example describing Sule: How is the Sule look like? Where is Sule come from? Mogahed

(2013) explained that questioning can make students focus and it can great deal of information about the topic very quickly.

d. Visualization

Visualization means that using Mass Media include Printed or Audio-visual media in teaching learning process, for example: newspapers, magazines, radio, television, internet, paper with a picture, video, movies, book, cards, pictures and others. So, visualization is an activity that used kind of media that could help students in creating mental image. Teaching writing activities using kind of mass media will make classroom always be challenge and make students more interesting in learning English. As stated by Tafani (2009) that Mass media can be used by teacher to develop students' reading, writing, speaking and listening skill. Visualizations can help students in getting topic easier, for example describing things by using a card: Teacher gives card picture to the students, and then ask the students to make describing sentences about the card that they have been receive.

b. Whilst-Writing

Whilst-writing is a stage where the students are writing, it also called writing or drafting. Ghaith (2002) stated that drafting is an activity where teacher indulge the writer to get down their ideas and thought. Here, the students will begin to write down their idea in the paper and to help students develop their writing skills, there will be some procedures. They are:

- a. Students focus in thinking about their writing idea without worrying which idea is importance and which idea is not importance
- b. Students should priorities their ideas then they can put the ideas in order of importance.
- c. Students begun to write or produce a first draft
- d. Students compare their writing with other students then give comment on each other draft.
- e. Students try to check, correct and organize their own draft again.
- f. Students could ask for help if they got difficult and feedback from their teacher on their writing.
- g. Students begun to write a second draft
- h. Students make sure whether they still make any mistakes in their draft their draft with checking and correcting it again.

From those sentences or procedure, we can know that while drafting stages teacher can:

1. Guides students. It is an activity which the teacher helps the students while the students writing by cooperated with them in making good paragraph.
2. Confers with students individually because they are writing. According to Anderson (2010) a writing conference is a communication. So, confers with students individually is communicate with the students individually to talk about what the students' wrote about. He also stated that, a written conference has a point, and the point of written

conference is to help the students so that they could become a better writer.

3. Gives some suggestions during monitors the students. It is an activity which the teacher gives some recommendation to the students that could help them in doing their task while the teacher monitored them.

c. Post-writing

Siregar stated that post-writing is the time to teacher in evaluating the students while teaching learning process and also prepares some plans to improve students' weaknesses whether the students need other remedial or not. So, here the teacher will gave some kind of feedback to know the students' weaknesses. Syifaiyah (2012) stated that feedback can reinforce appropriate learner behavior, let students to know how they are doing, also it can extend learning opportunities. According to North and Hannah (2002), there are several kind of feedback, they are:

- a. Indicating mistakes or corrections. It is an activity which the teacher showing the students' mistakes.
- b. Giving overall comments to the class. It is an activity which the teacher gives comment or showing common students' mistake in front of the class in oral form.
- c. Giving written comments. It is an activity which the teacher gives some comments to the students' work in written form.
- d. Giving a grade or mark. It is an activity which the teacher gives grade, mark or error code to the students' task. It could be circle, word, cross out and other.

- e. Giving individualized oral comments. It is an activity which the teacher gives some comment in oral form to the students individually.
- f. Providing individualized oral comments. It is an activity which the teacher gives comment to the students in oral form individually.
- g. Providing more practice writing. It is an activity which the teacher gives other task that the students should write so that the students could more practice their writing.
- h. Providing model answers. It is an activity which the teacher gives some questions related to the students' task students and the students tried to answer teacher's questions.
- i. Letting students compare their work. It is an activity which the teachers invites the students in discussing their work then compare it.
- j. Displaying students' work. It is an activity which the teacher showing his/her students' work to the other students.
- k. Asking students to read paper to the class. It is an activity which the teacher asks the students to read their task in front of the class.

2.4. Students' Perception Toward Writing Activities

Writing activities should bring a good perception or even negative perception for the students if the teacher designs it. If writing activities become interesting activities in teaching learning process, it could be make some students feel more interested and more motivated in learning writing.

2.5. Recount Text

Recount text is text which tells about what happened related to the series of event. It can be unforgettable event. Based on the Board of Studies NSW (1998) the purpose of recount text is to tell a sequence for events so that it could entertain. The expression of recount text is about attitude and feeling which usually wrote by the narrator about the events. In Board of Studies NSW (1998) also mentioned about the structures of recount and the common grammatical patterns of recount, they are:

A. The structures of recount text are:

- 1) An orientation to provide information about “who”, “where”, and “when;
- 2) A record of events that usually recounted in the chronological order;
- 3) Personal comments and evaluative remarks about the events;
- 4) A reorientation to end the sequence of events.

B. The common grammatical patterns which used in this text are:

- a) It uses of nouns and pronouns to identify people, animals, or things involved;
- b) It uses of action verbs to refer to events;
- c) It uses past tense to locate events in relation to speaker’s or writer’s time;
- d) It uses of conjunction and time connectives to sequence the events;
- e) It uses of adverbs and adverbial phrases to indicate place and time;
- f) It uses of adjectives to describe nouns.

2.6. The Characteristic on Indonesian EFL Students

For the characteristic of EFL students, Novera (2004) stated that Indonesian students are shy and dread in asking question to their teacher. This also supported by Exley, who described that EFL Indonesian students have passive, shy and quite characteristic (2005). Not only, Novera and Exley, but also Bondao (2008) who compared eastern and western EFL students stated that EFL students in Eastern countries included Indonesia are more passive than EFL students in Western countries.

2.7. Previous Study

A study done by Christmas with The Role of Brainstorming in Improving Students' Writing Performance in the EFL Classroom as her research's title. Her research's purpose is to explore the effect of brainstorming techniques on students' respond of their writing. Her subject is a class which consists of 11 students and after taking the data she got positive result in her research. The students are very enthusiast in the classroom interaction.

Piovesan (2005) also did the same study. She took The Importance of Free Writing in Teaching English as a Foreign Language: a Case Study in a Brazilian Classroom as her research's title. Her purpose is to investigate the importance of free writing in teaching English as a foreign language. Brazilian students' who do not like writing become her subject. She conclude that it would be necessary if teacher have plan all the class and give some action and the most effective way is through free writing.

Both researchers are focus in writing activity which can improve students' writing by exploring the effect of the activity and the importance of the activity. Likewise in this research, the researcher also focuses in writing activity. The different are those two researcher focus on the effect and the importance of brainstorming and free writing but the researcher will focus whole activities that implemented by teacher while teaching writing in the classroom, include: 1) In-pre-writing, how the way teacher introduce the material and how is the students get the idea, 2) In whilst-writing, what teacher do when the students are writing, and 3) In post-writing, how the teacher revise students' writing, also the students perception toward writing activity given by the teacher.