

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Writing

1. The Definition of Writing

Writing is one of the important skills that must be learned. Writing is a good way to develop students' English skills. Writing is a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In writing, some ideas are formed in sentences which are arranged in a good way and related to each other so that the information can be received. According to Nunan (2003 : 88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Likewise, Harmer (2004: 86) conveyed that making is a cycle that our message if constantly genuinely impacted by the restrictions of portrayals. Then these parts ought to be open in learning works out. It recommends that making can't be separated with classes particularly in showing learning exercises of shaping. For this current situation, making exercises can be open in a homeroom. Hyland (2003: 9) kept up with that framing is method for managing sharing of individual implications and features the force of the person to manufacture their own perspectives in regards to a matter. It gathers that making is one out of the tremendous limits that should be overwhelmed. Composing will cause understudies to become familiar with any parts of language, for example, syntactic angle and language utilized. In shorts, composing is an effective method for fostering understudies' English capacity.

.From the various opinions above, it can be concluded that writing is a process that is carried out by someone in expressing

ideas in the form of fairy tales and so on which cannot be separated from genres.

2. The Importance of Writing

Shaping is gigantic thinking about the way that it's utilized widely in significant level preparation and in the working environment. On the off chance that understudies don't have even the remotest sign how to convey their contemplations recorded as a printed duplicate, they will not have the decision to inspect well with teachers, bosses, peers, or fundamentally another person. A lot of expert correspondence is done recorded as a printed duplicate: proposal, resumes, reports, applications, starter gatherings, messages, and more are essential for the standard day to day practice of an understudy or useful graduated class.

3. Process of Writing

Using the technique of "process writing," language learners concentrate less on the final products and more on the steps involved in producing their writing. Ultimately, students must finish their work, although the writing process is given greater emphasis than the final output. According to Tribble (1996:37-39) in Megawati (2019) the writing process is more complex than this, of course, and the various stages of drafting, reviewing, re-drafting and writing, etc, are done in a recursive, way: we loop backwards and move forwards between these various stages. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. Brown (2001, p. 336) writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process.

The writing process usually involves several steps. The three processes of prewriting, drafting, and revision are a normal sequence. Though some sequences utilize four steps—thinking, planning, writing, and editing—others use five—prewriting, drafting, revising, editing, and evaluating. Alternatively put, each writer has a preferred way of approaching the writing process, from simpler to more complex depending on the level of the learners, and the purpose of writing. These steps generally are implemented in sequence, but in process writing the writing

process is not necessarily a linear learning process, rather more of a recursive or spiraling process as the learners move around these steps, sometimes going forward and retracing their steps. For example, brainstorming, one skill that is important particularly for the prewriting step, can be exercised again and again at different stages if the learner needs new ideas later in the process. Learners can achieve their writing goals through the process in different ways.

2.1.2 Recount Text

1. Definition of Recount Text

Recounts are texts that tell stories of one experience or another. The text's communicative purpose is to recount events as news or entertainment. To help the student memorize an event or experience in a story of sequences, it is necessary to write recount text according to the general structure of reference texts, orientations, events and recasts.

Based on some experts, there are certain definitions for the recount text. Remark text, according to Purwanti in Rosalinah et al.2020, is a type of text that has the primary function or communicative meaning for telling readers and listeners about past events as well as previous experiences. It means that the text of the recount is the text that tells the reader what happened in the past. Similar with Mark and Kathy in Nasution (2015) recount text is a piece of text that retells past events, usually in the order in which they happened". It means a recount text consists something happened in the past events chronologically. According to Joko in Rosalinah et al.2020, the text of a recount is used for describing an event that has taken place before. It means that the text of the recount is written when the writer has actually experienced it in the past, and it's actually happened in the past.

In accordance with the above definition, it is possible to conclude that the recount consists of a restatement of past events or a description of an experience by time series. The tense must be past tense because the wording relates to an event that has happened before. The use of the language and sequence needs to be appropriate so that readers are not confused.

2. Generic Structure of Recount Text

In order for the text to be coherent with each paragraph, it is necessary for the students to know certain generic structures when writing a good recount text. The general structure of the recount text is composed of three parts, in particular orientation, events and reorientation, as stated by Stubbs (2000: 8. See below for further explanations in the recount text concerning the generic structure.

1. Orientation

Orientation is the first constituent of generic structure that must be included in a recount text. Orientation is the main introduction to decide what kind of text that the students were carried out. It's a way of showing what the text is going to look like. In addition, the language that students use must be consistent with the rule of text such as using time to connect connections. It also has to have been shown precisely when the story was being told. If students do not lay down a clear orientation of the text, it will affect their next step when they are creating texts, even entire texts, making readers confused as to what is supposed to be said. All students are nearly able to write a summary of the text in their composition, based on an analysis of the language used for orientation. A number of students have been able to write a good orientation manual. They've made it as clear as they can. They wrote the past event using past tense and kept it straight. But one student wrote the orientation, using an easy past tense called text. However, this does not mean that it is impossible to read her orientation. The researcher believes that all students are perfectly capable of writing orientation, based on the above analysis. It can be concluded that all students may find it difficult to write the orientation, but this does not preclude them from improving their writing skills in future opportunities.

2. Event

Here is a summary of the events in chronological order. Along with the specifics of what, who, where, and when, it provides further context for the story. Conjunctions and connectives such as first, next, then, finally, and so forth can be used to tell the story in chronological order, or the order in which the events

occur. This section of the story also describes how the characters respond to the twist.

2. Reorientation

The events of the story come to a close with reorientation. It provides a commentary or personal view on the recount text. Some of the material in the orientation paragraph is typically referred to as "reorientation."

The following text is the example of generic structure recount text.

My Family

Orientation

Two weeks ago, I and my family were in my grandpa's hometown. It is our annual agenda every holiday in the end of semester. Unfortunately, it was rainy season there.

Events

It rained almost every day there. We had no enough time to visit some tourist places there because of the rain. We had no enough sunlight even to dry up our laundries. As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoor to spend the holiday together. The activity we choose that day was making funny videos directed by me. Finishing the videos, we edited them and made them uploaded in youtube.

Reorientation

By doing this, we could kill our boredom of staying at home because of the rain and made a creative activity instead.

3. Types of Recount Text

According to Sitorus and Sipayung (2018) in Sianipar at al. (2020) recount texts come in two varieties. The first is seen in the individual account. In order to describe the author's personal experience, it is a recounting text. A factual recount demonstrates the second. Recount texts, like science experiment reports or police reports, serve to present accounts of actual events. An inventive retelling

demonstrates the final one. According to Mediska and Adnan (2019), it's a particular kind of recount literature that tells a creative tale.

4. The Language Features of Recount Text

Besides the generic structures of recount text, the writer also should know about the language features that used in recount text. Language feature of the text is the essential part in writing a text. It also can be used to identify what kind of the text is. Anderson (2005: 50) defined them as follows:

1. Proper Noun

Proper noun in recount text is used to identify who are those involved in the text.

2. Descriptive Words

Those words are used to give details about what, when, where, and how. Descriptive words are usually adjective that used to describe the noun or personal attitude, like happy, wonderful curious, fun, etc.

3. The Use of Past Tense

Recount text is a text that retell someone experience and of course it used in simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.

4. Sequence Maker

Sequence maker means words that show the order of events (for example next, first, then).

According to Council (2008) in Sinthianuary at al. (2020) there are some language features of recount text as follows:

- a. Written in the past tense.
- b. Words that show the order of events (then, next, first afterward, just, before that, at last, meanwhile).
- c. The subject of a recount tends to focus on individual or group participant (third-person: they all shouted, she crept out, it looked like an animal of some kind).

- d. Personal recounts are common (first person: I was on my way to school ... We get on the bus).
- e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story).

2.1.3 Clustering Technique

1. Definition of Technique Clustering

Technique is a method used to solve a particular problem. According to Buscemi (2002) in Sumartini et al. (2018) clustering is a technique that helped the students to find and develop ideas. Clustering technique is pre-writing activity used by writers to produce ideas in diagramming or mapping form. According to Hoshima and Hogue (1991) in Husna (2019) define clustering technique as another way of brainstorming technique in pre-writing process besides listing and free-writing that is used generate ideas after topic is chosen and narrowed to a specific focus. Langan as quoted by Eromana & Hafizh (2014) in Meutia et al. (2019) Writing a concept can be accomplished through the use of the clustering process. This method appears to be quite beneficial for kids as it allows them to freely explore a wide range of concepts and aids in problem solving.

Furthermore, in prewriting exercises, the clustering strategy is the most often employed technique. It is an approach to brainstorming that makes use of the right brain, non-linear, visual thought structures, entire pattern, and portion of the mind (Folitt, 2009). Furthermore, by using the clustering technique, students are able to associate their ideas in a more creative and fun way, which helps them see patterns and derive meaning (Folitt, 2009). The clustering technique is an additional prewriting strategy that helps pupils collect ideas. Additionally, it offers logical connections between the many concepts, giving pupils a notion of how the work might ultimately be organized (Rambo, 2014). One of the most successful strategies for prewriting activity appears to be clustering. In order to help pupils build an idea before beginning the writing assignment, it can explore a variety of mental concepts.

2. Steps in Using Clustering Technique

The application of clustering approach involves a few phases (Folit, 2009). Initially, center and write the primary topic in the center of the page. Take a line from the core thought and put down fresh ideas that are related to the main theme. Finally, draw a circle after writing the ideas down until you run out of space or time. Write the concepts down, last, without worrying about accuracy.

According to Clouse (2005:24-26) in Hendrawaty and Ambarwati (2017) clustering is a way of generating and connecting ideas visually. Here are the steps of clustering, namely :

1. Take a sheet of paper and write your main topic in the middle of a sheet of paper and circle it.
2. Write ideas relating to the topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.
3. Write down ideas, examples, facts, or other details relating to each idea and join to the appropriate circles.
4. Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.
5. Keep going until we can think nothing else relating to our topic. Then see a set of cluster that have done, of one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing

There are steps of clustering technique according to Meyer (2005: 6-7) in Suheni, namely:

1. Write your subject in the middle of the page and the circle it.
2. You write related ideas around the circle as they occur to you.
3. Then you circle the ideas and connect them to your subject circle.
4. These related ideas are like branches.
5. You can then add more branches to the subject circle or to the related ideas as they occur to you.

Based on the expert's explanation above, the researcher modified the clustering technique to be as follows:

1. Take a piece of paper and write the main topic in the center by circling it.
2. Write down ideas related to the topic.
3. You can circle the ideas and relate them to the subject.
4. Write down facts, example and other details relating to each idea and join them in the appropriate circle.
5. Write down ideas without hesitation.
6. Keep going until you can't think of any other ideas related to the topic, then see if the clusters that have been created are enough to start a draft and cross out irrelevant words and phrases, after that start drafting.

3. Advantages of Clustering Technique

In writing process, there are some advantages of using clustering technique :

- a. Clustering technique can stimulate students' ideas. It means that this technique helps the students produce ideas as much as possible.
- b. Clustering technique guides the students to compose the ideas into good composition of writing. It will make the students have good product of writing that is easy to understand by reader.
- c. Clustering technique makes students think more creative and motivate the students to write because it guides the students in writing and also makes the students focus on their thought as much as possible. Furthermore, it makes the students are not bored in composing writing text.
- d. Clustering technique is adaptable for all ages of students. In other words, clustering technique can be used by everyone in pre-writing stages and all of English level such as intermediate, advance even beginner.
- e. Clustering can be used for any kind of writing text. It uses in the beginning of writing in order to plan writing or in order to find topic to organize information. Writer also can use clustering to plan brief section of text as they are drafting

4. Disadvantages of Clustering Technique

- a. The students were difficult to find words related to the topic because lack of vocabulary.
- b. Not all the students can think fast to find the ideas from the topic.
- c. Class might would be noisy during learning for all group because students were busy the discussing.
- d. The students need more control and it would be taken a lot of time to make students understand.

5. Writing Test

The written test is a form of written test given by the teacher to students to find out the increase in the use of clustering technique in writing recount text. To evaluate the increase in learning, the researcher used a test. The test is applied at the end of the teaching and learning process in each cycle. The test used in this study are pre-test and post-test in the forms of essay. According to Oemar Hamalik (2001: 49) essay test is a form of test consisting of one or several essay questions, namely questions that require certain answers by individual students based on their own opinions. Each student has the opportunity to give their own answer that is different from the answers of other students. The method of implementation is: creating a question, instructing students to work on it and after that the researcher collects the student's answer sheets and assesses them.

To assess students answer sheets, the following assessment guidelines are needed:

Table 2.1.1

Scoring Rubric of Students' Writing Ability of the Recount Text Generic Structure

Aspect of Scoring Generic Structure of Recount Text	Score	Level	Criteria
Orientation	24 – 28	Excellent	Relevant orientation in detail Simple past tense mastery
	19 – 23	Good	Rather less relevant detail of orientation simple past tense mastery
	14 – 18	Average	Less relevant detail of orientation Frequent error simple past tense
	9 – 13	Poor	Unrelated orientation Error simple past tense
Events	56 – 60	Excellent	Relevant event in detail Clearly ideas Simple past tense mastery
	51 – 55	Good	Rather less relevant detail of event Logical idea but incomplete sequence Simple past tense mastery
	46 – 50	Average	Less relevant detail of event Ideas confused Frequent error simple past tense
	41 – 45	Poor	Unrelated event Lack of idea Error simple past tense
Reorientation	10 – 12	Excellent	Relevant reorientation in detail Simple past tense mastery
	7 – 9	Good	Rather less detail of reorientation Simple past tense mastery
	4 – 6	Average	Less relevant detail of reorientation Frequent error simple past tense
	1 – 3	Poor	Unrelated reorientation Error simple past tense

Source: <https://jurnal.uin-antasari.ac.id/index.php/let/article/view/3077>

2.2 Conceptual Framework

Writing is one of the four language skills needed to improve the quality of learning. With writing skills, students are expected to be able to express ideas, ideas, thoughts and feelings

in written form. In a study it can be assumed that writing is an embodiment of understanding and absorption students to various things that are obtained during the learning process including in learning language.

Based on observations made by researcher at UPTD SMP Negeri 5 Gunungsitoli, it was found that students were unable to express their ideas in writing, students were unable to develop texts because of the limited vocabulary they had. To solve this problem, the researcher uses one of the techniques in writing, especially in writing recount text, this technique is the clustering technique. In the clustering technique, students write a topic in the middle of a piece of paper, then write ideas suggested by surrounding topics, connect them to the topic with lines, and follow the same procedure with their subtopics. The advantage of this technique is that students can find as many words, ideas, concepts related to a given topic, can stimulate their ideas and organize their ideas before they are developed into paragraphs.

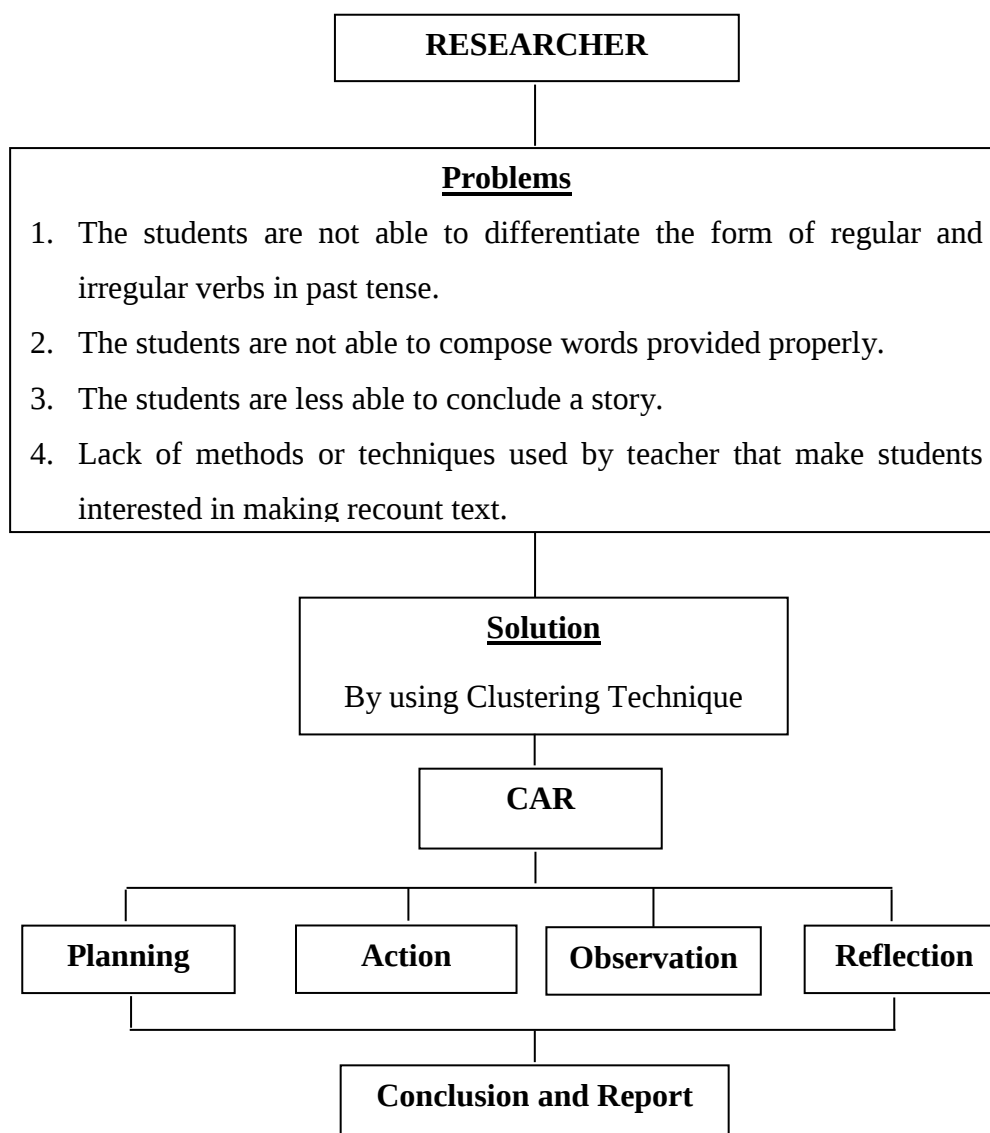


Figure 2.1 Conceptual Framework