

CHAPTER II

THEORETICAL FRAMEWORKS

A. Writing

In this subchapter, the writer presents some theories related to students' writing. There are three main points to be discussed in this subchapter, there is the definition of writing, the types of writing and process of writing.

1. Definition of Writing

Everyone has experience and story in their life, either it is a good or bad story. They can express their experience in many ways. Such as retelling the story to another person, or using the written form. When someone has an activity that they usually have a new experience "Experience is the best teacher" from experience then they can reflect their activity. Especially if they write today.

Writing becomes one of the productive skills in learning English that is necessarily to be mastered. It can be a medium for students to share their knowledge and convey their ideas in their mind. Furthermore, it encourages the students to express their feeling and intention to the readers in written form. To create good writing, the students must be understanding English grammar, masteries the vocabulary, etc. And the students should know the steps in the writing process, understand the punctuation and an idea.

Teaching writing is very familiar, and writing can help us to reflect our assumption in every activity that we have done. Writing is a form of communication from the writer to the reader. According to Christina and Robert “Writing is usefully described as a process, something which shows a continuous change in time like growth in organic nature.”¹

In line with Christina and Robert, Writing is an activity to describe an idea, opinion and feelings logic a systematically in written form, then the message can be understood by the reader. Writing is language skill to communicate something indirectly because the message is in written form. Ken Hyland defines that “ Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.”²

Besides, Patel clarifies, “writing is essential features of learning language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.”³

From the states above, the Writer assumes that the writing is a process describes an idea or an opinion and sharing personal meaning, the features

¹ Christina R. McDonald and Robert L. McDonald, *Teaching Writing*, (Virginia : Southern Illionis University Press, 2002), p.7

² Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004). p.27

³ Dr. M.F.Patel, *English Language Teaching (methods, tools, & techniques)*, (Jaipur : Sunrise publisher, 2008), p. 125

of learning the language as vocabulary, spelling, and makes a good sentence. Then writing can improve students' own language.

2. Types of Writing

According to Nation, "types of writing are a note or formal letter, a formal letter, resume, summary, paraphrase, exposition, persuasion, analysis, definition, classification, narration, description, with an evaluative comment, argument, literary, advertisement, media, and journal writing."

In this research the writer only used recount text, because in this research the writer used journal writing as a media to develop the students' writing. Writing journal is writing about passed activity and the writer conducted the students' activity only in the class on the learning activities.

Based on English syllabus for Junior high school the kinds of text they are: procedure, descriptive, recount, narrative, and report.

a. Procedure

The Procedure is factual text designed to describe how something is accomplished through a sequence of actions or steps.

b. Descriptive

Descriptive is a text which lists the characteristics of something.

c. Recount

A Recount is a text which lists and describe one's experience by retelling events in the order in which they happened.

d. Narrative

The Narrative is a text tells a story.

e. Report

The Report is a text which consists a report and records factual information.

Based on the explanation, the writer concludes that types of writing are procedure, descriptive, recount, narrative, and report.

3. Process of Writing

The process can be meant as methods or ways to get the best step to achieve goals and the objective of the plan. In the writing process, it can be seen from the process of the steps for people to pour their minds to written forms.

Meanwhile, Miller in Langan stated that writing processes include: prewriting, drafting, revising and editing.

In this research the writer and the students only passed prewriting process and using freewriting and questioning. That the writer ask the students to make a free paragraph and the writer give the students questions about the activity on the learning activities.

a. Prewriting

Prewriting is the stage we could determine what we will write, to determine ideas and supporting ideas. In this stage, there are five techniques to help the writer think about and get words on paper. The five techniques are free writing, questioning, making list, clustering and preparing a scratch outline.⁴

1. Free writing

In free writing, the writer writes on a certain topic for about ten minutes in these parts the writers should write anything related to the topic without stopping. They may not worry about spelling or punctuation, about erasing mistakes, about organizing materials, or about finding exact words. There is no need to worry about mistakes, all they need to do is writing something related to the topic without stopping. Since they do not have to worry about mistakes, they can focus on discovering what they want to say about the subject.⁵

2. Questioning

In questioning, the writer will generate ideas and details by asking as many questions as they can think of about the subject. The questions include Why? Where? Who? How? In what ways?⁶ The

p.18 ⁴ John Langan, *English skills with reading 7th editions*, (New York : MC-Graw Hill 2008).

⁵ John Langan, p.19

⁶ John Langan, p.21

Asking question could be an effective way to help the writer to think about a topic from different angles. Besides that, it can help them to generate ideas.

Examples:

Questions	Answers
What did I hate about the job?	Very work hard. Poor pay. Mean bosses.
How was work hard?	Nonstop cartons of apple juice. Cartons become very heavy.
Why was pay poorly?	\$3.65 an hour (minimum wage at the time). Only a quarter more for working the second shift. Only good money was for overtime – where you got the time and – a half. No double time.
How were the bosses meaning?	Yelled at some worker. Showed no appreciation. Created bad working conditions.
In what ways were working condition bad?	Unheated truck in zero degree weather. The Floor of tractor-trailer was cold

	<p>and steel.</p> <p>Breaks very limited only two of them.</p> <p>Lonely job.</p>
--	---

3. Making list

Making a list also known as brainstorming, we create a list of ideas and details related to the subject. The aim is to collect raw material by making up a list of everything that related to the subject. What we have to do just only write in details as we can think in five or ten minutes.

Example :⁷

<p>Apple factory job – worst one I ever had</p> <p>Bosses were mean</p> <p>Working conditions were poor</p> <p>Went to work at 5 P.M., got back at 7 A.M</p> <p>Lifted cartons of apple juice for ten hours</p> <p>Carton were heavy</p> <p>Only two ten – minutes break at night</p> <p>Pay was only \$3.65 an hour</p>
--

4. Clustering

Clustering also is known as diagramming or mapping. This is another strategy that can be used to generate material for a paragraph. It is also very helpful for people who think in a visual way. Lines, boxes,

⁷ John Langan, p.22

arrows, and circle are used to show the relation between ideas and details of the subject.⁸

5. Preparing a scratch outline

A scratch outline can be the single most helpful technique for writing a good paragraph. A scratch outline often follows free writing, questioning, making list, or clustering, but it may also gradually emergence in the mindset of these strategies. In fact, trying to make a scratch outline is a good way to see if you need to do prewriting.

In a scratch outline, you think carefully about the point you are making, the supporting items for that points and the order in which you will arrange those items. The scratch outline is a plan or blueprints to help you achieved a unified, supported, and well-organized paragraph.

a. Drafting

Drafting is one of the stages of the writing process. Drafting means writing a preliminary version of a work that the writer will later revise. It means getting ideas on paper so that the writer can work with them. In this part, the writers have an opportunity to develop their ideas. In addition, drafting is the time to put in additional thought and details that did not emergence during the prewriting process.

⁸ John Langan, p.23

b. Revising

Revising involves considerably more than fixing the spelling and punctuation before passing the writing to the reader. In additions, revising is seeing again, taking another look. Even though writers often do some revising as they draft.

c. Editing

Editing is the last major stage in the writing process. It is time to make sure that each sentence is complete. Although a paragraph is otherwise well-written, if it contains such mistakes the reader would not be impressed. Therefore, to make the sentences flow smoothly and clearly, we need to edit the paragraph for mistakes in grammar. Such as, we can check each subject-verb pair to make sure that they agree. Correct dangling modifiers and sift intense person or tune. In addition, make sure that all your pronouns clearly refer to their antecedents. Besides, we also need to concern the mistakes in punctuation, mechanics, usage, and spelling.⁹

B. Writing Journal

In this research the students passed two process of writing journal, the first process is the students make a journal writing using their mother language and the last process is the students make a journal writing using English language.

⁹ John Langan, *English skills with reading 7th edition*, p. 122

1. Definition of Writing Journal

Because writing is a skill, it makes sense that the more you practice writing, the better you will write. One excellent way to get practice in writing is to keep a daily journal.¹⁰ Journal is a book in which people write about their experiences regularly. Journal is media like a note, book, pad, etc. That generally has a function as a diary. Journal is the same as the diary, but that not contains the students experienced only. According to Tarigan in Wafa et al, He stated that “Journal is one of the personal note that actually almost same with the diary, on the diary we are the talking points and so do on the journal, but the differences are that on the journal we give other people to read our journal while on the diary we usually keep our privacy.”¹¹

From the definition above the writer concludes that journal is a media to record people daily activity or their experiences. Besides that, for a journal not only record one’s experience but also thought feelings, and reflection. It also contains: feelings, emotions, problems, and self-assurance and can be used to evaluate one’s life. It is different from diary although some experts say they are the same. A diary is mainly used to write things that would like

¹⁰ John Langan, *English skills with reading 7th edition*, (New York : McGraw – Hill, 2008), p. 14

¹¹ Asma Wafa, *Keeping Journal writing to improve the writing ability of tenth Grade Students of SMAN 1 Jekulo Kudus in Academic year 2009/2010*, (Kudus :Universitas Muria Kudus, ISSN: 1979-6889), p. 3

to remember – daily activities, how the day was spent, what was done, the daily routine and anything that needs to get done.

2. Advantages of journal writing

There are several reasons why keeping a journal is chosen as very interesting things to apply as writing a treatment. Writing a journal will help the students to develop the habit of thinking on paper and will show them how ideas can be discovered in the process of writing. It also can make writing a familiar part of their life and can serve as a continuing source of ideas for a paper.¹²

According to Harmer, there are several advantages that make teachers tend to choose writing to teach their students in writing :

a. The value of reflection

By using journal writing, students have an opportunity to think about how they are learning. It includes their difficulties in the learning processes and what is easier for them. Then, it also helps the students to know how they achieve their success in learning. Therefore, they could know their progress in the learning process.

b. Freedom of expression

Journals allow students to write their ideas or express their feelings more freely than they know their journal is not going to be

¹² John Langan, p.14

read by anyone (except they want people to read them), they will write more freely. Also, they can decide how much materials they want to include, and they can write at their own speed.

c. Developing writing skill

Journal writing encourages students to write independently and continually. They expand their range of written expression and write with greater ease and speed. Then it also creates a writing habit for students, so the students will get better and more fluent in writing because they got a lot of practices.

d. Students – teacher dialogue

One of the merits of journal writing is the dialogue it encourages between teacher and students.¹³ By using a journal, teacher encourages dialogue with their students. When students write a journal, they will write what they feel and experience during the class, so the teachers also will know whether the classroom methodology used ineffective. Besides that, when students say how they feel about things, the teacher often finds responses to lesson segment they had not anticipated because learner's perceptions are often different from the teacher perspective.

¹³ Jeremy Harmer, *How to teach writing* (England : Pearson Education, 2004), p.126-127

3. How to apply journal writing

There are several things that the teacher could do to make journal writing success :¹⁴

- a. Be enthusiastic – the first thing students need to perceive is that their teacher is really enthusiastic about the idea of journal writing. A Teachers should be able to show by the way they talk about it, that they are really like and make them think it is fun and useful.

Explain why and what – teacher need to tell the students why they are asked to write journals. Teacher should impress them that journal writing is a good habit and have many benefits, such as building a writing habit, students have a freedom to write on their own ideas, and good for being able to communicate with the teacher.

When students have understood why teachers suggest them to write a journal, the teacher should talk about the kind of writing they might to do. The teacher may explain that students could write any interesting stories or things that happened to them or every issue that they think interesting and amuse them.

- b. How often and when? – there is no rule about how often students should write their journal to their teacher, students could submit it as

¹⁴ Jeremy Harmer, How to teach writing (England : Pearson Education, 2004), p.128

often as they can do. However, there will be big differences between those who are committed and able to take action on their own and those who are less effort to take action.

- c. Making it work – then, to maintain students’ enthusiasm over a long period of time, the teacher should make sure that the journal writing runs well periodically. Sometimes, the teacher also should give respond to students’ journal.
- d. Responding to journal – there are many different ways of responding to students’ journal writing enterprise and students – teachers dialogue. Journal – writing enterprise is possible to argue, for example, students journal should remain entirely private so the teacher or another student shouldn’t see what he or she has written. This way will give students real space to be creative with a feeling of confidence. Then, student-teacher dialogue is teacher response to students’ written. The Teacher read every student’s journal and give comments. The comments could be a suggestion or positive evaluation.

C. Recount text

A Recount is a piece of text that retells past even, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.¹⁵

In this research, the writer will use the recount text to apply in journal writing because especially journal writing consists of observation, insight, memories, impression, and feeling that the students' have done.

1. The language features in a recount text

According to Mark and Kathy Anderson, the language features usually found in a recount text is:

- a. Proper nouns to identify those involved in the text.
- b. Descriptive words to give details about who, what, when, where and how.
- c. The use of the past tense to retell the events.
- d. Words that show the order of events (for example first, next, then).¹⁶ The aim of word order is to show the order in which the events happen.

Those language features are an important part of recount text.

Proper noun begins with a capital letter in writing, it concluded a

¹⁵ Mark Anderson and Kathy Anderson, Text types in English 1-2, (Australia : MacMillan, 1997), p. 48

¹⁶ Mark Anderson and Kathy Anderson , Text types in English 1, (Australia : MacMillan,1997), p. 50

personal name (Rina), name of the city (Indonesia), or river, days (Monday). Moreover, recounts use past tense. Tense is the time that the action takes place in the text.¹⁷

In summary, a recount text is a text that tells the readers a part of the experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that include the sequence of events. In the text, there found words and phrases used to start, connect a sentence with the next one, and end your composition.

2. Generic structure of recount text

There are three generic structures of recount text as follows:

- a. Orientation: provides the setting and introduces the participants. Telling the readers: who was involved, what happened, where this event took place and when it happened. The first paragraph of a recount text is usually orientation
- b. Events: tell what happened, in what sequences. The sequences of events are set in chronological order.
- c. Re-orientation: optional closure of events. Re-orientation concludes the events. It sometimes gives the readers an unexpected conclusion. The last paragraph of a recount text is usually its re-orientation.

¹⁷ Mark Anderson and Kathy Anderson , p.54