

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Writing**

In this study, there will be several topics discussed in the writing section. A definition of writing is given first. After that, the components of writing; and lastly, writing ability.

##### **2.1.1. Definition of Writing**

This complex ability, writing, involves selecting words with care and organizing phrases and paragraphs coherently in order to convey meaning. As emphasized by Anjayani and Suprpto (2016), the choice of words and the organization of written elements play a crucial role in ensuring clarity and comprehension for the intended audience. As a result, writing is more than just transcribing thoughts, but rather it is an intentional and planned attempt to successfully convey ideas through an imaginative arrangement of linguistic components.

Moreover, another study provides a different viewpoint on the definition of writing. According to Asriati and Maharida (2013), writing is an active process whereby individuals express their thoughts on paper, employing words to construct sentences, paragraphs, and essays. According to this perspective, writing is defined not only as putting thoughts into words but also by the deliberate construction of coherent structures at different scales, ranging from single phrases to lengthier compositions like essays and paragraphs.

In addition, Linse and Nunan (2005) provides a new perspective on the understanding of writing. Writing, according to Linse and Nunan (2005), is a methodical process in which people put their ideas together by going through a set of processes and then producing a finished product. In this context, "product" refers to the finished article from the writing process. This product is more than just a collection of ideas, it is a thoughtful organization designed to make the information understandable and accessible to readers.

According to Asriati and Maharida (2013), writing is not just about sharing thoughts and ideas, but it also aims to inform and convince people. In other words, writing is the intentional process of putting one's ideas into words to inform the readers. It also serves the persuasive purpose of persuading readers to agree with or consider a different point of view. This definition emphasizes the complexity of writing and its function as a communication tool that actively engages and influences the opinions of its audience, going beyond simple expression. Essentially, writing is a dynamic process with both informative and persuasive aspects.

In summary, the various perspectives from the studies above, collectively define writing as a complex and intentional process that involves expressing thoughts and ideas in written form with the strategy of word selection and organization of sentences as well as paragraphs to create a final product. In addition, it serves a dual function of informing and persuading, emphasizing on clarity, coherence, and effective communication.

### **2.1.2. The Components of Writing**

Writers need to think about some aspects when they write. The quality of our writing will be determined by these aspects. That is why it is important to understand every writing component well. Basonggo et al. (2016) state that writing has at least five components. It consists of content, form, grammar, words, and mechanics. Content related to the material is presented in the text, such as the topic, explanation, discussion, and core of the main topic discussed. Form deals with the writing's coherence and organizational structure, which ensures a coherent flow of ideas. Grammar ensures syntactic accuracy, which enhances the precision and clarity of the language utilized. The dimension of words involves the careful selection and effective use of vocabulary to convey the intended meaning. Mechanics deals with punctuation, spelling, and capitalization which collectively contribute to the overall readability and professionalism of the written work.

Shanorra et al. (2021) also stated that writing is divided into five components. These are content, organization, vocabulary, language use, and mechanics. Content is characterized by the presence of valuable and significant ideas the writer conveys. Therefore, the written material must be complete and clear so it is easy for readers to understand. Organization is how the writer arranges and organizes the idea chronologically. Vocabulary deals with the word choices of the writer. Language use refers to implementing grammar rules correctly, with a focus on verbs, nouns, and agreements. Mechanics is dealing with punctuation, spelling, and capitalization appropriately.

From the statements above, it can be concluded that the components of writing are divided into 5 parts. While the order of each part may be different, the meaning and the purpose are still the same. In addition, because this research examined recount text as the type of text utilized for study purposes, in the content part of the writing component, the researcher divided it into three parts, namely orientation, events, and re-orientation, which is the generic structure of recount text.

### **2.1.3. Writing Ability**

Writing ability is the capability of someone to compose a comprehensive message that can be understood by the readers using words and sentences (Imastuti et al., 2014). It is much more than just knowing how to put words on paper, it also includes how you thoughtfully express your thoughts, understand language rules, organize your writing well, and know who you are writing for.

Furthermore, having a great writing ability enables people to express themselves in a variety of styles and genres. Skilled writers use language to their advantage to effectively communicate their ideas, whether they are writing imaginative narratives, informative articles, or persuasive essays. This shows that they are good at using language in different ways and can connect with readers in various different situations. Ultimately, being a good writer helps people express their ideas well in many types of writing.

In an educational context, developing writing skills is crucial. It enables students to show their comprehension, critical thinking, and creativity. To achieve that, teachers play a crucial role in guiding and helping them through every stage of the writing process, from idea development to revising, editing, and publishing.

## **2.2. Teaching Writing**

Teaching writing is when students and a teacher work together in class to create written work. Students learn and improve their ability to write in different languages with the help of their teacher. It clarifies, that teachers need clarity on the writing process and specific strategies for improving students' writing skills (Cheung, 2016). They must ensure that students understand the purpose of the activity in class. They should clearly explain what they are going to learn. This gives students advantages in the teaching and learning process (Wibowo, 2013).

However, many studies found that writing is the hardest and most complex thing to learn compared to other language skills (Latif, 2012; Mustofa & Syafi'i, 2020). Some EFL learners still face difficulties in organizing the content and arranging the structure in good order. They also struggle with word choices, grammar, writing skills, organizing their thoughts, and expressing themselves creatively (Umamah & Cahyono, 2020).

Learning how to write can be hard, but it helps students get better at language (Wibowo, 2013). In other words, even though it might be challenging, teaching students to write is a crucial part of improving their overall language skills. As a result, teachers must make the writing process their main objective and the main focus of their lesson plans. Teachers can help students gain a more comprehensive knowledge of language skills by doing this.

## **2.3. Approaches in Teaching Writing**

Learning a foreign language is a way to become skilled in listening, speaking, reading, and writing (Prawati et al., 2013). However, among those skills, writing is one of the most challenging to master (Hiew, 2012). Asriati and Maharida (2013) stated that the difficulty of writing lies in the writer's ability to organize and share

their thoughts, ideas, words, and sentences clearly to make the writing easy to understand by readers.

To solve the problem, teachers can choose some teaching approaches suitable for the purpose of writing. Tangpermpoon (2008) categorizes writing approaches into three types: Product-based Approach, Process-based Approach, and Genre-based Approach. The Product-based Approach helped improve L2 writing by focusing on grammar and sentence structure. Process-based Approach is a way for teachers to help students see writing as finding out what they mean and think, instead of just practicing grammar (Prawati et al., 2013). And then, the Genre-based Approach is a way of using different types of texts to help people learn language (Astuti et al., 2022).

#### **2.4 Process-Based Approach**

O'Brien (2004), in Tangpermpoon (2008) defines the process-based approach as a way for teachers to help students see writing as more than just practicing grammar. Instead, it focuses on exploring and finding meaning and ideas through writing. In this approach, teachers take the role of a guide to help their students be ready to learn (Asriati & Maharida, 2013). The teacher is no longer the one who gives students topics to write on and receives finished products to revise without interrupting the writing process itself (Asriati & Maharida, 2013; Mustofa & Syafi'i, 2020).

The process-based approach is also known as text that talks about how writers work on their writing task, starting from the beginning and finishing with the final product (Mustofa & Syafi'i, 2020). This method, as described by Graves (1983), acknowledges several particular stages that authors usually go through while they write. The stages are pre-writing, drafting, revising, editing, and publishing.

##### **a. Pre-writing**

Pre-writing is a way of trying to arrange your ideas or begin to write down the information you already have. In this stage, the teacher can help students find their ideas before they start to write with activities like group brainstorming, clustering, rapid free writing, and WH-questions (Wibowo, 2013). Group brainstorming sessions give students a place to work together to

generate ideas and inspire one another. A visual mapping method called clustering helps with concept organization and possible connections. Rapid free writing encourages unrestrained speech and gives the students freedom to fully explore their ideas. The use of WH-questions (who, what, when, where, why, and how) provides a thorough investigation of the topic and stimulates critical thinking. Through the use of these engaging activities, teachers create an atmosphere that is favorable to the creation of ideas, creating the foundation for the next steps in the writing process. In addition, this stage involves the student to plan and choose the main topic of their work which will later be formed in an outline.

#### b. Drafting

After getting some ideas and making an outline, drafting begins. In this stage, the students should make a draft based on their outline. Latif (2012) argues that during the drafting step, students might benefit from guidance on how to begin writing a basic recall text, and organize their phrases into a coherent whole. In particular, at this point, the students' only responsibility is to provide the material. Students are taught how to properly structure a three-part recount text (orientation, events, and reorientation) by arranging thoughts depending on what they generate in the pre-writing stage. In other words, at this point, students should focus on getting their ideas down quickly and easily rather than worrying about things like syntax or making their draft appear organized (Richards & Renandya, 2002).

#### c. Revising

During this stage, the teacher plays a crucial role in assessing students' written work and encouraging revisions. Essentially, teachers provide students with the opportunity to refine and enhance the quality of their text, both in terms of content and organization. This process involves a meticulous review by the teacher, who offers constructive feedback and suggestions for improvement.

In practical terms, teachers may ask students to revise their work by adding fresh ideas, refining existing content, or eliminating sections that may

not contribute effectively to the overall message. This feedback loop is essential for the students' growth as writers, fostering a culture of continuous improvement and refinement. By actively involving students in the revision process, educators empower them to critically evaluate their writing, not only their technical skills but also their ability to express ideas more effectively.

#### d. Editing

In the editing stage, the students focus on refining the technical aspects of their writing, such as fixing grammar, spelling, and punctuation errors. To ensure linguistic accuracy and compliance with accepted language rules, the text is carefully examined at this step.

Students are expected to edit the text for mistakes in grammar and spelling, as well as to make sure that punctuation is used correctly throughout. The goal is to improve the general accuracy and clarity. This phase not only refines the surface-level components but also strengthens students' understanding of basic language mechanics.

Students who participate in the editing process can gain sharp attention to detail and a deeper understanding of linguistic rules. To create a polished and expert piece of writing that successfully conveys the intended message to its audience, this last level of refining is essential.

#### e. Publishing

Publishing Publishing is the last stage. At this stage, when students have made revisions to their work, the researcher asked the students to read aloud their final draft in front of the class to build the students' self-esteem, sense of pride, and awareness that their work was worthwhile (Latif, 2012; Setyawan et al., 2020). Besides, the final text of the student will be published by the teacher on her blog.

### **2.5.Recount Text**

Recount text is a text that talks about things that happened in the past. It usually tells the events in the order they occurred. In simpler terms, the students need to tell the story of things that have happened to them in the past, like vacations or what they do every day (Nurohmah, 2013). In addition, the purpose of recount

text is to tell about an event that happened before, and it can be informative and enjoyable for readers (Nisa, 2015).

Recount text has different kinds of texts that we can use for writing (Sianipar et al., 2020). According to Nisa (2015), there are different kinds of recount texts. They include personal, factual, imaginative, procedural, and literary recounts. In simple words, (1) a personal recount is when someone talks about an activity, they have been personally involved in such as, diary, personal letter, or journal; (2) Factual recount is when someone reports the facts of an occurrence like someone's life story or past events; (3) Imaginative recount is a way for people to imagine their own life from their own perspective; (4) Procedural recount refers to the act of documenting the stages taken in a study or experiment; and (5) Literary recount, also known as retelling, is when someone tells a story to entertain others by sharing a series of events.

The first language feature of a recount text is indicated by a title that tells the reader what it is about. It also has specific people or things involved in the story. A recount text is commonly written in past tense, like talking about what happened before. In addition, it uses chronologic words like next, later, when, then, after, before, and first to connect events in the story (Nisa, 2015; Sianipar et al., 2020).

The generic structure of a recount text is divided into three parts. First, in the orientation part, the writer provides the setting and procedures. It consists of information about “whom”, “where”, and “when”. Second, in the events section, the writer informs about what happened, typically telling things in the order when it happened. Lastly, in re-orientation, the writer explains the ending of a series of events.



This is the example of recount text based on its generic structure:

Table 2.1 Generic Structure of Recount Text

Generic Structure of Recount Text	Linguistic Feature
Orientation (Who, What, When, Where)	I had an amazing vacation last summer. I went to some really nice places.
Series of events	I went to the airport to catch a flight to Cleveland.
	Then, I went to Hollywood.
	Then, I traveled to New York City.
Reorientation (stating personal comments about the events)	The places were comfortable and familiar as my home, but I had to return to my actual house. Next time, I want to go back to these places.

Adopted from Sianipar et al. (2020).

## 2.6. Study of Relevant Research

A few years back, a process-based approach was discussed as a teaching method. For example, Asriati and Maharida (2013) investigated how a process-based approach could benefit the students to achieve good writing abilities. Results showed that students' writing skill was improved when they used a process-based approach (Asriati & Maharida, 2013). The students' average score in writing has been proven to increase from D-Test to Cycle I and Cycle II. The average score from each phase also showed a gradual increase.

Latif (2012) performed collaborative classroom action research in an Islamic Junior High School Muhammadiyah 02 Pubian, Lampung to see how the process-based approach could help students become better at writing recount texts. The findings indicated that the students got better at writing recount texts by following each step of the process-based approach: pre-writing, drafting, revising, editing, and publishing (Latif, 2012).

At the first stage, which is pre-writing, he did several activities like providing students with a photo series and a set of questions to help them generate ideas, modeling an outline for a recount text based on their responses, and finally, providing them with a second picture to use as a basis for their outline. In the drafting stage, he showed the students how to outline using a series of pictures. He

also provided the students with a recount text example to work from during the drafting stage, which was based on the pre-writing. Additionally, he guided the class to an understanding of the text in terms of general structure and language features. Following these exercises, at the end of the class, he asked them to begin to write a draft based on their outline in the pre-writing.

Afterward, he provided the students with a revision guideline and an example during the revision stage and went over it with them. Additionally, he also gave students several tasks on revision. So, in the end, the students can revise their draft as the teachers taught and rewrite it.

In the editing stage, it is made up of a few steps. First, an editing guideline was provided to the students. After that, the students observed an example of editing in action by correcting some incorrect text. The next step is for them to revise their work. At last, they are requested to revise the reviewed versions of their papers. One assignment was addressed to the students throughout the publication stage, and that was to read their work aloud in front of the class.

By following each step of the process-based approach, the researcher found a considerable improvement in both average and individual scores. The average score of the students in the initial study was 52.79, then it went up to 62.83 in the first period and 71.73 in the second period. Hence, he concluded that using the process writing approach is a good way to help students get better at writing recount texts.

Mustofa and Syafi'i (2020) conducted qualitative research with eighth graders at a junior high school to determine the benefits of the process-based approach. The teacher utilized this strategy to assist their students to become a better writer, especially when it comes to writing a recount text.

Based on their research, they discovered that using the process-based approach as a teaching method has a big impact on how well people improve in writing and how anxious they feel, especially when writing recount texts (Mustofa & Syafi'i, 2020). Each step of the process-based approach helps them in writing. For example, in the pre-writing, the teacher explained the theory about recount text first and then gave multiple choices of topics, so the students could freely choose it and finally had a topic to retell. While drafting, students should let their

imaginations run wild to write and not worry too much about grammar rules. After that, throughout the revision process, the teacher provided the students with feedback to help them revise the content. As a result, their writing was improved substantially. After obtaining the teacher's feedback, the next step is editing. They had to identify and correct their errors until their writing were ready to be published by reading it in front of the class. Those activities in each stage show that he is suggesting the other teacher to use a process writing method