

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer tries to write the theoretical background of this study. This is very important because it will give understanding in the field of study. This chapter describes the theories related to the area interest of this research, namely: Writing, types of writing, teaching writing, diary writing, and the advantages of diary writing.

A. The Nature of writing

Reid (1993:217) states writing is essentially social which begin of the students writing experiences from formal school setting and informal “real life” situations. It shows that writing take place social activity in formal and informal school. Bramer et al (1981:4) state that writing will be continuing to be important part of your life, especially in college course and in many careers and professions. In addition Carter (2002:269) says writing is a key to success in school, at work and in your personal life. It means that writing is very important to the students’ future especially when they want to be a writer or a journalist.

Besides, Langan (1987) mention that expressing thought in writing is a complex area under discussion, which involves organization of thought, sound usage of the English language, and imagination. Moreover, young and savage show that writing skill cannot come automatically. It requires some experiences, talents and a lot of regular training. It can be concluded that writing is difficult and complex subject, it needs a lot of practice and talents.

Writing is one way of making meaning from experiences for themselves and for other. The writer has to express his or her ideas, opinion, or feeling clearly in such way. In addition Carter believes that good writing skills are necessary to communicate your knowledge and thought process clearly (2002:269). It means that writing skills need a clear process in order

to get the reader understanding. The writer is only helped by mechanics and word choice to express his / her feeling, thoughts and opinions to the reader.

B. Types of Essay

1. Narration

Narration is the form of writing used to describe to the reader about even that happen clearly. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in form of letters and conversation.

Narrative is a familiar type of communication. Narration is an effective and a useful way in all kinds of writing. It involves short stories, novels and news. Good narration has four essential features. They are *a clear context* (telling when, where, and to whom the action happened), *well – chosen details* (including enough details that can make the readers know what is happening but not so much, it can make them over – whelmed, confused and bored), *logically often chronological organization* (beginning with the scene, paints the picture in the middle and ending with making the points), and *an appropriate and consistent point of view* (the first or the third point of view).

2. Description

Description is from the word “ Describe”. Describe means to create a verbal picture. A person, a place, a thing, an idea or state of mind can be made vividly clearly concrete through description. They also state that good description includes enough vivid detail to create the dominant impression (the single quality, mood, or atmosphere that the writer wishes to emphasize) and to bring a scene of life. However, the writer usually uses the description to create the setting for a story, to illustrate ideas, to help clarify a definition of comparison, or to make the complexities of a process more understandable. Therefore, the

description should be kept short, and include enough detail to make the reader easily to understand.

3. Exposition

The purpose of exposition is to clarify, explain and inform. They also state that it can be in the form of *process analysis* (answering the question how and explain how something works or gives step – by – step direction for doing something), *definition* (statement the meaning of a word or a term), *illustration* (use the examples to explain, elucidate or corroborate to make the ideas clear and concrete), *classification* (grouping separate things or ideas into categories), *comparison and contrast* (points out the similarities and differences between two or more subjects in the same class or category to clarify – to reach some conclusion about the items being compared and contrasted), and *cause and effect* (explain the reason for an occurrence or the consequences of an action).

4. Argumentation

Argumentation is the rhetoric form that is intended to persuade people's attitude and opinion in order that they trust and action suitable with what the writer want. An attempt to persuade the readers to accept points of view of the writer, to make decision, or to purpose a particular course of an action. There are two basic types of argumentation appeals to the rational or intellectual of the readers to convince him the truth of a particular statements or belief. Persuasive argumentation appeals the emotions and opinions of the readers moving to the action.

C. Teaching Writing

In teaching writing, teacher should take into account special considerations including the organization of sentences into paragraphs, how paragraphs are joined together, and the

general organization of ideas into a coherent piece of discourse. The teacher also must be able to motivate their students to write. In improving students' writing ability, the teacher as an instructor must be creative to be able to motivate and to manage the class when doing the teaching writing.

Furthermore, when doing the process of teaching and learning, writing ability must be part of entire language experience in which the students are engaged. Arapoff (1975:233) explained that it is obvious that grammar, aural comprehension, reading, and even oral production are to varying degrees involved in writing. Certainly we cannot teach a writing course that never touches on these areas. But, at the same time, teaching a writing course that covers only these areas is redundant. Writing also helps to solidify the students' grasp of vocabulary and structure complements the other language skills (Chastain, 1976:364). In this sense, writing is the most valuable type of practice for developing the morpheme aspects of second-language competence.

Brown (1994:320) said teaching the student to write is different in very important way from teaching them to use grammar. A purposeful selection and organization of experiences require *active thought*. When writing, the students must keep in mind their purpose, think about the facts that they will need to select that are relevant to that purpose, and think about how to organize those facts in a coherent fashion. The process of learning to write is largely a process of learning to think more clearly.

For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class (Guo Yan, 2005:18). This focus on writing to pass examinations reduces writing to produce a product and to receive a grade from the teacher. This is not likely to make students interested in writing. With the product approach, teacher focus on what a final piece of writing will look like and measure it against criteria of vocabulary use,

grammatical use, and mechanical considerations such as spelling and punctuation, as well as content and organization (Brown, 1994:320).

The teacher's role in written instruction as one of providing positive encouragement, helping develop audience sense, of providing a range of assignments, providing instruction in writing techniques, and, above all, providing many opportunities for written expression (Norton, 1980: 273).

Writing should be mastered by the students who learning a language because in writing we could know the ability of they language skill from the product writing. Rivers (1981:296) said that writing depends on the mastery of listening comprehension, speaking and reading comprehension. It means that all of the English skill are related each other.

Moreover, human beings are motivated to do that which gives them pleasure; they avoid experiences or activities which lead to tension or anxiety. Students who find success in a foreign language class are eager to go on (Skowie, 1978:2).

Chastain (1976:363) said that even if they do not need the writing skill for communicative purposes, writing is a valuable asset in the classroom as the second-language learner seeks to gain competence and to functionalize productive skills. The most appropriate skill for such practice is cognitive writing exercises. In this sense, writing is the most valuable type of practice for developing the morpheme aspects of second –language competence.

A student cannot learn to write without frequent practice. As we have already mentioned, these writing practices should include balance of activities ranging from fanciful self-expression to factual writing (Norton, 1980:272).

In the writing sequences, writing consists of the completion of exercises that teach students to:

1. Write the sounds they can understand, pronounce, and read.

2. Master the forms of the grammar being studied
3. Proceed to activities in which they practice combining words and grammar to express them in writing

Haley (2004:235) said that in the beginning foreign language classroom, writing is often used for practicing grammar exercises, spelling dictations, and at best, short descriptive paragraphs.

The writing process has been analyzed in many different ways, most teachers would probably agree in recognizing at least the following five general components:

1. Content: the substance of the writing; the ideas expressed
2. Form: the organization of the content
3. Grammar: the employment of grammatical forms and syntactic patterns
4. Style: the choice of structure and lexical items to give a particular tone or flavor to the writing
5. Mechanics: the use of the graphic conventions of the language. (Harris 1977:68-69).

Clearly, writing is a way of discovering meaning since it refines thought and empowers students by enabling them to affect their readers (Scarcella, 1992:124).

D. Diary Writing

Diary writing is also called as a journal. It is not an academic exercise a business report or a formal letter. It is such a personal composition. Journal are typically of two types: '*personal journal*' in which learners write diary like accounts of day to day experience and thoughts and '*intellectual journal*', in which students reflect on readings, lectures, class discussion, their own ideas, or their ongoing writing process.

Journal is a note book that someone keeps to record daily thoughts. Usually it contents of one's personal writing of feelings, activities and experiences that he/she write everyday.

Ken Autrey (1986) suggests that Journal is valid genre in them and should not be marginalized as simply diaries. a Journal can be used as opportunities for students teacher dialogs; as places to record notes, gather materials, and plan writing; and for write to learn activities that stress metacognition (that is, writing to discover what the student has learned, and reflecting on the processes of learning to learn).

Writing journal or diary is simple but effective way to develop enhances great understanding about the writer self. It is meaning that understanding about how the writer becomes what the writer (she or he) is. What direction in she or he want to go ahead in her life. Kirby sates that journal or diary writing is that they engage students in non threatening exploration and development of ideas: they are” the most consistently effective tool for establishing fluency.

Writing in a journal can help to examine and reflecting the ideas. The journal is an important source for story and essay ideas. It can be inferred that journal will be a place to explain, record, and observe the ideas and also will become a source of writing ideas for now and on the future.

There are some characteristics of the journal A journal is *intimate, private* (although it is private, it is also could be read by other people), *can catch the photograph meanings* (in the words and give some information, which cannot give by the picture), *can make the stories in the past are live*. The journal languages are *natural, clear and expressive that can make diary or journal is more interesting to read*.

There are few simple rules to get the best result on the diary writing. They area as follows:

1. Write diary everyday at a regular

Specified time and do not to do all the writing for a week in one or two days.

2. Find the best time and place to write

It should be relaxed and alert time, and a place that make the work uninterrupted for 30-45 minutes

3. Try to average one page a day, write about the topics that are interesting

Topics that can make enjoy in thinking and learning; topics that can be share with others

4. Do not worry about spellings and grammar, just write it

It means that do not worry to make a mistake in spelling and grammar) it can help to start writing a diary freely.

However, for the writer, journalist, novelist, and other professions, diary or journal is very important for them. They can write a book from their experiences that are written in the diary. For example Mochtar Lubis, the famous writer and journalist, he wrote his feelings, thinking, and ideas on his diary during he were in the prison struggling in the justice in the county. In 1981, he wrote his diary and published it.