

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is one language skill that one must master in learning English. There are several meanings of writing, according to experts. According to Saleh Abbas (Huda, 2020), writing is expressing ideas, opinions, and feelings to the other party through written language. The accuracy of expressing ideas must be supported by language, vocabulary, grammar, and spelling. Furthermore, writing has a procedure requiring ideas, thinking, vocabulary, grammar, punctuation, and expressing those ideas. It means that writing is a way to deliver ideas using words, sentence structures, mechanics, and punctuation so that the utterances have meaning and can be understood by readers. Thus, it is clear that writing plays an essential role in communication (Sartika et al., 2022).

Even though it is done daily, writing requires complex skills because it goes through various planning, drafting, reviewing, and revising processes. Therefore, writing is an activity with many processes so that writing can appropriately convey the author's ideas to the reader (Ramadani, 2013).

Writing skills for foreign learners is the most challenging activity because it has a complex skill that involves knowledge, concepts, and writing rules. Especially in schools, because writing is a way of communicating ideas as a form of cognitive skills, students can express their thoughts freely according to the rules of writing in a foreign language (Alfayed, 2017).

Writing is critical because it is used extensively in higher education and the workplace. Students need to learn how to express themselves in writing to communicate well with professors, employers, peers, or anyone else. Much professional communication is done in writing: proposals,

Memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate (Klimova, 2013).

2. Elements of Good Writing

The elements of good writing are simple: grammar, spelling, and vocabulary. Mastering the rules and conventions will make the writing easier to understand and more enjoyable to the readers (MacMillan, 2017).

(1) Grammar

Grammar elucidates the forms and structure of words (known as morphology) and their arrangement in sentences (known as syntax). In simpler terms, grammar offers the guidelines for the everyday utilization of spoken and written language, facilitating better mutual comprehension. The fundamental elements of grammar encompass the eight parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions (MacMillan, 2017).

(2) Spelling

Spelling is an aspect of written language, so the teaching-learning of spelling must take place as far as possible within the context of writing.³⁹ In short, spelling is part of the mechanical component of writing that have a role in writing (Hidayah, 2020).

Although incorrect spelling only sometimes prevents understanding a written message, it can adversely affect the reader's judgment. If incorrect spelling frequently occurs, all too often lousy spelling is perceived as a lack of education and care. Besides, the only possible justification for learning to spell is that accurate spelling is necessary for effective writing (Hidayah, 2020).

The availability of spell checkers in word processing programs dramatically reduces the likelihood of spelling errors except for homonyms. A homonym is a word that is pronounced the same as another but is spelt differently and has a different meaning (MacMillan, 2017).

(3) Vocabulary

Vocabulary can be described as a compilation of words specific to a language or a collection of words that individual language speakers may employ. A vocabulary is usually alphabetically arranged and explained or lexicon.

Vocabulary is divided into two kinds of vocabulary: receptive and productive. Receptive vocabulary refers to words that learners can comprehend and identify when encountered in context, but they lack the ability to actively use or produce them. Learners identify the type of vocabulary they see or meet in the reading text but refrain from using it in speaking and writing (Stuart, 2008). Meanwhile, productive vocabulary is the words the learners can understand and pronounce correctly and use constructively in speaking and writing. Productive vocabulary encompasses everything required for receptive vocabulary, along with the capability to appropriately speak or write using those words. The term "productive" implies an active process, as learners can employ these words to effectively express their thoughts to others. (Susanto, 2017).

3. Purposes of Writing

Writing is better known as a form of communication between writers and readers. According to (Ramadani, 2013), says that the primary purpose of writing can express meaning in the simple transactional and interpersonal discourse, either formally or informally, in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in the context of daily life. Moreover, the addition by Miller (Alfayed, 2017) describes that writing has different purposes. The first purpose is to understand experiences by meaning to find the truth that conveniently comes across the writer's mind, which often creates a new perception. The second one is to provide information to readers by giving the report information as the information is arranged in a pattern

to make it make sense. Thirdly, to explain information means that the writer analyzes or classifies information, examines causes and consequences, and defines concepts by distinguishing them from others.

The fourth one is to evaluate something by determining its benefit, importance, and worth. The writer should determine the quality of what he judges and ensure that the writer is credentialed in the subject. Fifth, analyzing images and text refers to analyzing specific images and text to increase readers' understanding of the subject. The following purpose is to persuade, inspire and amuse others. It relates to how the writer influences readers through writing. The last one is to experiment with a form which refers to inventing something and then documenting it through writing (Alfayed, 2017).

Based on the above description, it concludes that the primary purpose of writing is to express ideas. The ideas can be transferred in various writing as a written activity.

B. Lexical Resources

Lexis is one essential component of language and language development because learners should have basic lexis to reach a higher level of development in the four basic communication skills in learning English. Knowledge of it could be a problem for learners since they need help conveying what they want to express when speaking or writing (Caro & Mendinueta, 2017).

There are some differences between vocabulary and lexis. Cambridge (2016) describes vocabulary as "The words that are known or used by a particular person, or that are used in a language or subject. "By some of the scholars in the field of linguistics and applied linguistics. (Richards & Schmidt, 2010) concur that "Vocabulary is a set of lexemes, including single words, compound words, and idioms." In addition, (Caro & Mendinueta, 2017) expresses that "Generically, vocabulary is the knowledge of meanings of words."

Recently, the term *lexis* has been introduced and used interchangeably to mean vocabulary. The idea is supported by (Larsen-Freeman & DeCarrico, 2010) when they write that vocabulary/*lexis* includes "not only syntax and morphology but also phonetics, phonology, semantics, and *lexis* (that is, vocabulary). Likewise, vocabulary, *lexis*, and *lexicon* are synonymous. It can be concluded that *lexis* is broader and engulfs vocabulary, *lexeme*, and *lexical items*. *Lexis* differs from traditional term vocabulary (Caro & Mendinueta, 2017).

On the other hand, *Lexical resources* consist of vocabulary size, depth of vocabulary knowledge, and use of grammar and subject verb agreement. *Lexical resources* are more than just knowing vocabulary and its meaning. *Lexical resources* can find out how extensive the vocabulary is and its proper use, called *collocations*. *Lexical resources* are to know how much vocabulary a person can use and how varied, accurate, and appropriate a person is with their vocabulary (Caro & Mendinueta, 2017).

1. Part of Speech

A traditional term describes the different types of words used to form sentences, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and interjection (Richards & Schmidt, 2010).

Parts of speech possess both semantic and structural dimensions. These two sets of characteristics are fundamentally incomparable because the semantic attributes are derived from language's role in communication and cognition. In contrast, the structural elements are essentially based on the combinatorial potential of signs in a text. Consequently, the two sets of features are largely independent of each other. Their combination is an affair of the particular language as a historical and cultural activity (Lehmann, 2013).

In modern linguistics, the traditional concept of 'part of speech' has primarily been equated with the word class; often, the latter term is used instead of the former. Now the term part of speech is a calque on the Latin

pars operations, which is a calque on the Greek *méros lógou*, all of which means literally 'part of speech' or 'part of the sentence.' Instead, the word classes of structural linguistics are defined as lexeme classes. This notion is more abstract because a lexeme is an abstraction corresponding to a class of word forms and, therefore, a component of the system rather than of the text. Consequently, lexeme classes, too, are essential components of the language system. Thus, a word class in the sense of 'lexeme class' is not a 'part of speech' (Lehmann, 2013).

2. Conjunction

A conjunction is defined as an indeclinable part of speech that links other parts of speech in the company with significance by classifying their meaning or relations (Unubi, 2016).

According to (Syafitri et al., 2017), conjunction comes from the Latin *con*, meaning 'together,' and *join*, meaning 'to join'. So, conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence.

A conjunction is divided into four types: those are coordinate conjunction, correlative conjunction, relative conjunction, and subordinate conjunction. Coordinate conjunction is a single word used to connect part of the sentence. Coordinate conjunction can combine a word with a word, a phrase with a phrase, and clauses. The words used as coordinate conjunction are: *but, and, or, for, and nor*.

The tasks of subordinate conjunctions are to join a clause to another clause on which it depends for its whole meaning. The word used as subordinate conjunctions are: *after, although, because, before, if, since, then, though, unless, until, when, whenever, where and while*. (Syafitri et al., 2017).

Correlative conjunctions are coordinating conjunctions used in pairs to relate two parallel sentence elements. Correlative conjunctions have the same rules as coordinating conjunctions. They work the same way, except for correlative conjunction used in pairs. The most frequent

correlative conjunctions are both-and, not only but also, either-or, and neither-nor (Savitri et al., 2021).

Close conjunction has unique functions. Relative conjunction is used when combining relative clauses. Several conjunctions are used to introduce relative clauses; who, whom, which, and whose (Syafitri et al., 2017).

3. Subject Verb Agreement

Subject-verb agreement means choosing the correct singular or plural verb after the subject. In addition, the subject and verb in a sentence must agree in person and number. It means that if the subject is singular, the verb is singular; if the subject is plural, the verb is plural (Kurniawan, 2016).

Lock states that mastering the functions of Subject and Finite from the beginning is essential for second language learners. Without such mastery, they are likely to have many problems with basic sentence structure, with the formation of questions and negatives, and with the marking of tense and of number agreement. It means that subject-verb agreement is a basic sentence structure that should be mastered by second-language learners (Kurniawan, 2016).

According to the explanations above, the concept of subject-verb agreement is straightforward. Unfortunately, although making subject-verb agreement seems easy, it is one of the most common mistakes in standard written English (Al-Dubib, 2013).

C. Recount Text

1. Definition of Recount Text

Recount text is one of the texts in the 2013 curriculum, especially on Indonesian language learning in SMA / SMK. The recount text contains every past event. Recount text events of the past would have a purpose and objective. One must find out if what he discloses is of no use. A recount text is a text containing information about past events. Past events are

presented chronologically as a form of information delivery, either personal experience or historical recording (Hafis *et al.*, 2018).

Meanwhile, according to (Alfayed, 2017), recount text is one of the types of text that is obliged by the curriculum in Indonesian high schools. This text is close to students' life because the text comes from life experiences. Students must think about the idea before writing.

A recount is a kind of text that the tenth-grade students of Senior High School must learn. A recount is a text type that retells past events, usually in the order in which they happened (Nurhidayat, 2011).

2. Social Function of Recount Text

A recount text is a text containing information about past events. Past events are presented chronologically as a form of information delivery, either personal experience or historical recording (Hafis *et al.*, 2018).

Meanwhile, according to (Nurhidayat, 2011), the social function or the social purpose of recounting text is to give the audience a description of what occurred and when it occurred. The language features of a recount text include that the language is written in the simple past tense and the frequent use is made of connectives that link events in time, such as following, later, when, then, after, before, and first.

3. Generic Structure of Recount Text

The structure of recount text starts from the orientation, then the event, and reorientation. The three structures that construct a recount text have their respective functions in formulating it (Hafis *et al.*, 2018). Orientation is used for introducing the participants, place, and time. The event describes the series of events that happen in the past. Moreover, reorientation is optional; state the personal comments of the writer about the story.

4. Purpose of the Recount Text

The purpose of a recount text is to retell events to inform or entertain their audience (or both). Recount text has several types of text that can be used to write. Various types of recount text can be seen from two aspects;

First, in the personal recount. It is a recount text that tells about the author's personal experience. The second can see in the factual recount. It is a recount text that presents reports of events that happened, such as science experiment reports or police reports. The last can be seen in an imaginative recount. It is a type of recount text that presents an imaginative story (Sianipar *et al.*, 2020).

5. Language Feature of Recount Texts

There are some language features in recount texts. they are proper noun and pronoun to identify people, animal, or things. Then, the texts are written in past tense to retell past events. Writers can use varied action verb and adjective to show their feeling. Moreover, writers should include adverbs and adverbial phrases sequence events in time and indicate place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events. Due to the explanation from several experts above, it can be concluded there are some language features of recount texts. They are focus on specific participant, use simple past tense, use action verb, use linking verb, and use chronological conjunction (Harris *et al.*, 2014).

D. Previous Study.

Writing skills are one of the four essential language skills a language learner should target in learning English. In Senior High School, one of the scopes of English is the student's ability to comprehend and produce some short functional text and essay organization such as recount text. As the recount text has structure and grammar rules, it is tricky for students to write it correctly. Because writing requires hard thinking for building sentences and devising ways of putting them together, some rules for writing need to be followed to make the sentences correct and understandable; looking for lexical resources in writing can help identify writing skills. The previous research that became a reference in writing this research was as follows:

First, (Karman, 2016), entitled "Lexical Features of Senior High School Students' Writing on Recount Text." This study focuses on lexical density,

readability, and the unique words attributed to recount text. The data was processed with a text analyzer which was provided online. The results show that the learners' writing on the recount text level is readable and considered accepted as English recount text. However, their lexicon is still simple, and students' vocabularies need inflexions. Although, students can still develop their lexicon because they are still in the process of learning. The studies advise teachers who have significant roles in keeping vocabulary developing rapidly from time to time.

Second, (Harris et al., 2014), entitled “An Analysis Of Students’ Difficulties In Writing Recount Text At Tenth Grade Of SMA N 1 Sungai Limau”. t the students’ writing ability in recount texts at the tenth grade of SMA N 1 Sungai Limau is low. It is based on the analysis of all of indicators in this research, concerning with generic structure and language features of recount texts. Then, the low of students’ ability in writing recount texts is because some difficulties faced by students. The difficulties are dealing with the language features of recount texts. It is proven by the data of students’ writing recount texts. It was found that students did many mistakes in using simple past tense, action verb, linking verb, and pronoun.

Third, (Ningrum & Rita, 2013), entitled “Improving Writing Skill in Writing Recount Text Through Diary Writing”, After conducting the treatment for eight meetings, the researcher found that the use of diary writing can improve students’ writing skill in recount text. It is proven by the result of counted (8. 56) was greater than table (2.064). It means that diary writing is an effective media of teaching recount text paragraph.

Fourth, (Husna & Multazim, 2019), entitled “Students’ Difficulties in Writing Recount Text at Inclusion Classes”, Students find difficulties in some aspects. A mechanic aspect is an aspect which gets less attention in writing practice. The students applied incorrect spelling, punctuation, capitalization and paragraphing. This can be the causes of meaning confused. In grammar aspect, most students use present tense verbs, meanwhile, recount text is a text that uses simple past tense verbs. They are still confused in changing from

present tense to past tense. The students are lack of getting idea, they were still confused about what would write, they could only write one paragraph and they only focused on the event. The students who got fair to very poor category are more than students who got good category in organizing their recount text. This aspect is related to generic structure of recount text. The students faced difficulties in writing recount text in each generic structure especially orientation and reorientation. They only focused on the event.

According to previous studies above, what makes this research different from other studies despite the similarities in the use of writing tests as data collection instruments through recount text, this research focused on analyzing lexical resources as the main focus, followed by task response in writing recount text and grammar range and accuracy on students grade 12 at vocational high school in Pontianak City.