

# Writing Skill in Teaching English: An Overview

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## Abstract

*Writing skill is a hard skill among others because it has to be a concern more about it, and we need to follow some rules that related to every single step, they are word choice, coherent, correlation, and grammar. The students should choose the proper word to express meaning so that the readers catch what information they wrote. The information of each paragraph, main idea, and the argumentation of the researcher should be coherent. Grammar also plays important role in writing. The use of correct grammar will not be confusing the readers. Moreover, the error of using grammar will make a serious misunderstanding toward the readers. The successful of learning writing is not merely depending on the students, but it needs a teacher contribution to reach the learning of English writing.*

**Keywords:** English language teaching, teaching of writing, writing skill

## A. INTRODUCTION

A language is a tool of communication. There are several forms of communication, the form is spoken language and written language. The purpose of communications is to send a message from the writer to the reader or the listener. The fact that human is social mankind; they certainly realize that they cannot survive without interacting with other people. The importance of language includes all the aspects of life because experience, feeling, and the idea of someone can only be known by other people by using language. It means that language is used for communication. According to Keraf, there are two understanding about language. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced using said, human. Second, language is a communication system that uses symbols vocal (a speech sound) which are arbitrary.<sup>1</sup>

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<sup>1</sup> Keraf.Gorys. *Diksi dan Gaya Bahasa*, (Jakarta: PT Gramedia Pustaka Utama.2005)p.1

English is one of the languages used by more than five hundred million people over the world. It is English needed in many aspects of life such as business, education, technology, and so on. Hence, it has become very important to learn who those who want to enhance their qualities and proficiencies in many cases. It can be said that it is viewed as a language that gives you access to the world.

There are four skills of language learning, those are listening, speaking, reading, and writing. The skills are divided into receptive skills and productive skills. The receptive skills are reading and listening because learners do not need to produce language to do these, they only receive and understand. They can confuse with the productive skills of speaking and writing. In the process of learning language, learners began with a receptive understanding of the new items then later move on to productive use. Learners usually learn to listen first, speak, then read, and finally write.

Writing is one of four skills of English that should be mastered well in the school, university, or any other parts of writing needed. Writing is a complex process that requires various skills. However, you can develop your writing abilities by following certain strategies and practicing various patterns.<sup>2</sup> Besides, Harmer stated that writing is a form of communication to deliver though, or to express feeling through written form.<sup>3</sup>

## **B. PROCESS OF WRITING**

To make good writing, the writers must pay attention first. Good writing can be implicated in a good idea and the writer's thoughts. According to Harmer, the writing process is the stages a writer goes through to produce something in the final written form.<sup>4</sup> He also mentions that writing involves planning what we are going to write. First, is drafting. Next is reviewing and editing what we have written and produced a final version.<sup>5</sup> There are four main elements in the writing process:

### **1. Planning**

When planning, the writers have to think about the three main issues.<sup>6</sup> First, the place they have to consider the purpose of their writing since this will influence among other things not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

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<sup>2</sup> James A. W Heffernan and Jhon E. Lincoln, *Writing A Collage Handbook (2<sup>nd</sup> Ed)*.(New York : W.W Norton & Company Inc, 1986) p.3.

<sup>3</sup> Jeremy Harmer.2001. *The Practice of English Language Teaching*.(Essex,England: Longman)p.79

<sup>4</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31.

<sup>5</sup> Jeremy Harmer, *The Practice Of English Language Teaching*. Longman: Essex England.2001),p.

<sup>6</sup> Fahmi Aulia Batubara, *Improving Student's Ability in Writing of Announcement Throught Gallery Walk Technique of Eighth Grade At MTs JAM'IYATUL AIWASHLIYAH Tembung*. (Medan: Unpublished. 2017)p. 9.

Second, the experienced writer thinks of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language – whether, for example, it is formal or informal in tone. Third, the writers have to consider the content structure of the piece – that is, how to sequence the facts, ideas, or argument which they have decided to include. Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossible distant final goals; it will enable you to measure your progress. Planning will also help your reader to understand the meaning of the writing.<sup>7</sup>

In conclusion, planning is the first step in the writing process that helps the writer to consider the purpose, content structure, language usage, readers or readers, and avoid writing outside of the topic you have chosen.

## **2. Drafting**

Drafting is making the first attempt to capture the ideas on the paper.<sup>8</sup> As the first attempt of writing in a complete paragraph, in the process of drafting writers do not need to worry about spelling and grammatical errors since it will disturb their idea to come out.<sup>9</sup> We can refer to the first version of a piece of writing as a draft. This first „go“ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, many drafts may be produced on the way to the final version. Drafting deals with the writer writes the first a rough draft using an outlining and/or diagram as a guide without worrying about grammar, punctuation, or spelling.<sup>10</sup>

So in conclusion, drafting is the initial process of putting ideas into writing. In the drafting process, the writer doesn't have to worry about grammar and spelling mistakes. This draft is then edited and revised so that it gets the final version of the initial writing that has been outlined in the previous draft.

## **3. Editing (Reflecting and Revising)**

Editing is the process of editing a final draft that involves checking the small unit of writing, such as grammar, spelling, mechanics, and other errors such as eliminating

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<sup>7</sup> Martin H. Manser, *The Facts on File Guide To Good Writing*, (USA: Acid Free Paper, 2006)p.36.

<sup>8</sup> Johnson, A.P. *Teaching Reading And Writing: a guide book for tutoring and remediating students*. (Plymouth: Rowman and Littlefield Education. 2008).p. 179.

<sup>9</sup> *Ibid*

<sup>10</sup> Rostanti Toba, Widya Noviana Noor, La Ode Sanu, *The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay*. *Dinamika Ilmu* 19(1)(2019):61 doi: <http://doi.org/10.21093/di.v19i1.1506>

wordy phrases and rewriting confusing or weak sentences, until getting the satisfied writing result. lively and interesting ideas.<sup>11</sup>

Revising is the process of rewriting and reorganizing the ideas that have already written in the previous draft to make it stronger, consisting of correcting spelling mistakes, adding missing information, and checking unity, coherence, and logical organization and writing content; in which writer might be changed, rearranged, added or deleted the ideas until getting clearly, effect.<sup>12</sup> Once writers have produced a draft, then they usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

Based on the explanation above, editing and revising is the process of editing and revising the final draft by checking things related to good writing criteria such as grammar, spelling, mechanics, choosing the right vocabulary, coherence, organization, etc.

#### 4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But, the writer is now ready to send the written text to its intended audience.<sup>13</sup> Publishing refers to 'the accomplishment of making a final paper freely available'.<sup>14</sup> So, it can be concluded that the final version is the last process of writing. The writer is ready to produce their writing.

#### C. KINDS OF WRITING

Generally, there are three kinds of writing those are freewriting, controlled writing, and guided writing as explained by expert below:

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<sup>11</sup> *The Current* ....., p. 61

<sup>12</sup> *The Current* ....., p. 61

<sup>13</sup> Harmer, Jeremy. *How to Teach Writing*. (Longman: Pearson Education Ltd. 2004) p.4-5

<sup>14</sup> Abas, I& Aziz, N. *Classification of L2 Writing Process and Writing Strategies* ( International Seminar on Generating Knowledge through Research. 2016), p. 370

### 1. Freewriting

Freewriting is just sitting down and writing whatever comes to your mind about a topic.<sup>15</sup> This opinion almost the same as Robinson, he said that in freewriting, the first you think in English and then you write what you think. It means that students just sit down with pen and paper, and write anything that comes to the mind without worrying about all spelling, grammar, or the like. According to Hogue, freewriting is a way to get ideas. When your freewriting, you choose a topic and then you sit down and write whatever sentences come into your mind about the topic, don't worry about grammar, spelling, or punctuation, and don't worry about putting the ideas in order.<sup>16</sup>

In conclusion, freewriting is a process to write an idea or anything that comes to your mind without worry about grammar, spelling, and mechanics.

### 2. Controlled Writing

Controlled writing is all the writing for which a great deal of the content and/or form is supplies. In controlled writing the students are confused about getting words down on paper and in concentrating on one or two problems at a time, they are thus spared from lacking the full range of the complexity that free writing entails.<sup>17</sup> The technique of controlled writing is the students are given a passage to work such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue, and let then do it. Controlled composition focuses the student's attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context.<sup>18</sup> So, controlled writing is a text written with an example as a reference to write. The student is given a stimulus to continue writing by the teacher.

### 3. Guided Writing

According to parsons, guided writing is the process where teachers develop and guide student's writing through discussion, join text construction, and evaluation of their independent writing.<sup>19</sup> In using this kind of writing, the students are given a first sentence, the last sentence, an outline to fill out, a series of question to respond to, or information to include in their piece of writing students' should be able to discuss, make notes, share findings, and plan strategies together before they begin to write. In addition to Parsons, Dunigan states that guided writing is a

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<sup>15</sup> John Logan, *Sentence Skills: Work Book for Writers*, (Boston : MacGraw-Hill, 2003)p.17

<sup>16</sup> Hogue, A. *First Steps In Academic Writing*. (New Jersey: Addition Publishing Company, Inc. 1996).p.24

<sup>17</sup> Ann Raimes, *Technique in teaching writing*. (New York : Oxford University Press, 1983)p.95

<sup>18</sup> Mariane Celce Murcia, *Teaching English as a second or Foreign Language*, (Boston: Heinle and Heinle Publisher, 1991)p.250

<sup>19</sup> Sharon, Parsons. *Bookwise 4 Teacher's Guide*. (Cheltenham: Nelson Thornes Ltd. 2001). p. 12

step recipe for writing that includes planning, writing, editing, revising, and publishing.<sup>20</sup>

Based on the explanation above. Guided writing is a text written with the guidance of the teacher; this way helps students to write because it is assisted by the teacher. Before writing, students discuss and take notes and then share their findings before writing. this way covers all writing processes.

#### D. PURPOSE AND GOAL OF WRITING

Ur states that “the purpose of writing, in principle, is the expression of ideas, that conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing”<sup>21</sup>. It means that not writing only, but we need to pay attention to several aspects of the writing, so the readers can getting points of ideas or messages. That writing itself means a complex skill because there are several aspects to be considered like the content, the form, grammar, style, and coherence. If someone can express their ideas in a sentence grammatically and effectively. The specific explanation about the purpose of writing is proposed by McMahan et al, McMahan stated that written language is used to express the writer’s feeling, to entertain the readers through aesthetical materials, and to persuade the readers about the writer’s opinions, concept, and ideas.<sup>22</sup>

The purposes of writing are to inform, to entertain, and to persuade. Browne mentioned 8 purposes of writing include: to entertain, to persuade, to express feelings, to inform, to request, to instruct, to record, and to express opinions and ideas.<sup>23</sup> Meanwhile, Keith Miller gives 6 different purposes of writing as included in his book, *Motives for Writing*, they are; Writing to understand the experience, Writing to report information, Writing to evaluate something, Writing to analyze the image, Writing to analyze texts, Writing to persuade others, Writing to amuse others, Writing to inspire other, Writing to experiment with a form.<sup>24</sup>

Similarly, Grenville points out that there several writing purposes. First is writing to entertain, this kind of writing intends to engage the readers” feeling through the writing”s plot or the emotion conveyed in the writing. The writing to entertain may be in the form of writing novels, stories, poems, song lyrics, plays, and screenplays. Second is writing to inform, this refers to inform or tell readers about something. The writing to information can be in the forms of writing newspaper, articles,

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<sup>20</sup> Jima, Dunigan. *Classroom Authoring Guided Writing*. (Teachers Created Resources. 2008).p.13

<sup>21</sup> Ur, Penny. *A Course in Language Teaching*. English Teaching Forum. Vol.XXV No: 56. (Cambridge: Cambridge University Press.1991)p. 163

<sup>22</sup> McMahan, Elizabeth. *Literature and Writing Process*. (New Jersey: Prentice Hall.1996).p.08

<sup>23</sup> Ann Browne, *Teaching and Learning Communication, Language an Literacy*, (London: Paul Chapman Publishing, 2007), p. 81—82.

<sup>24</sup> Miller, Robert Keith. *Motives for Writing*. (New York: McGraw- Hill Company, 2006),p.34

scientific or business reports, instructions or procedures, and essay for school and university, the last is writing to persuade, it refers to convince readers about something. Providing relevant and plausible evidence is considered important and entailed in this kind of writing. The writing to persuade can be in the form of writing for advertisements, articles, newspapers, and magazines.<sup>25</sup>

In conclusion, what and how the writer writes mostly depends on the audience and the purpose of writing. By knowing the goal of writing, the message that the writer wants to share can be received by the reader properly. Moreover, understanding the goal can help the writer organize the idea appropriately.

#### **E. CRITERIA OF GOOD WRITING**

Meanwhile, if we want to make good writing, we have to know some criteria for good writing. Heaton stated there are some criteria for good writing. First, It is thoughtful. It means it reflects the writer's desire to think about certain things as a topic. Second, It is organized. It means it shows the writer's ability to express his ideas, to select what is important, and to present it in possible order. Third, It is effective. It shows that the writers are aware of his audience and that he respects their standard expectations or needs. Last, It is well written. It shows the author's respect for language and his sense of his power, riches, and varieties. It provides pleasure when people read it.<sup>26</sup>

According to Kevin, there are ten main criteria for good writing. He says, There are many criteria of good writing. Good writing has some criteria; a clear point, length, there is information to back up your point, time, logical, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains.<sup>27</sup>

Moreover, White points out that good writing is produced through careful thinking that goes along with four pillars, there are; The appeal to the target audience, it refers to the audience or readers' needs. Writers are required to have adequate understanding and considerations about readers to the readers are interested to read the writing; a coherent structure, it refers to the organizational patterns or schemes encompassing introduction, body, and conclusion which interrelate well and plausibly; a smooth, detailed development, it refers to the condition in which the ideas of the writing are developed and expanded through raising the general points and then discussing them in detail; an appropriate style, it refers to the meaningful and good combination of word choices in communicating the intended

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<sup>25</sup> Kate Grenville, *Writing from Start to Finish: A Six-Step Guide*, (Sydney: Allen &Unwin, 2001), p. 1—2.

<sup>26</sup> J.B Heaton, *Writing English Language Text*, (New York:Longman Group, 1989), p.146

<sup>27</sup> Kevin. 2009. "Criteria of a good writing". (Retrieved on January 2019),p. 1  
<http://blogtipz.com/2009/01/07/characteristics-good-writing/>.

ideas.<sup>28</sup> Hairston asserts that some characteristics of good writing are significant, clear, unified, and well organized. In other words, it develops with a plausible sequence; economical, adequately developed, grammatically acceptable.<sup>29</sup>

In conclusion, good writing can be considered to have good features. The writing which is considered the good one covers full of benefit and knowledge as well as draw the audiences or readers" attention or interest to read it, having a plausible or logical sequence, is clearly expressed, few or no mistakes/errors in terms of mechanics such as diction, usage or grammar.

## F. COMPONENT OF WRITING ASSESSMENT

To create good writing, there are several aspects for the writer to pay close attention to. Oshima and Hogue's opinion that "there are four main stages in the writing process: prewriting, planning (outlining), and writing and revising drafts, and writing the final copy to hand in".<sup>30</sup> On the other hand, An effective composition should meet the qualities in some terms proposed by Brown below <sup>31</sup>:

### 1. Content

Content is the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as a unit in developing a subject. Brown states that writing must convey the logical development of ideas. The essay addresses the assigned topic; the idea is concrete and toughly developed; no extraneous material; the essay reflects.<sup>32</sup> He also said content includes the thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.<sup>33</sup> From the statement above, content is an important element in writing because it includes the thesis statement, development of the thesis, coverage of the topic, relevance of details.

### 2. Organization

According to Brown, the writing must consist of an introduction, body and conclusion, appropriate title, effective introductory paragraph, the topic is stated, leads to the body, transitional expressions used; the arrangement of material shows

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<sup>28</sup> Fred D. White, *The Writer's Art: A Practical Rhetoric and Handbook*, (New York: Wadsworth, Inc., 1986), p. 7-9.

<sup>29</sup> Maxine Hairston, *Contemporary Composition Short Edition*, (Boston: Houghton Mifflin Company, 1986), p. 5-10.

<sup>30</sup> Oshima, A. Hogue, A. *Writing Academic English: A Writing and Sentence Structure Handbook. Second edition*. (New York: Addison- Wesley Publishing Company, Inc.1991),p. 3

<sup>31</sup> Brown, H. D. *First Language Acquisition*. (San Fransisco: Longman. 2007)

<sup>32</sup> H. Douglas, Brown. *Language Assessment: Principle and Classroom Practice*.(New York: Pearson Education. 2004)p. 244

<sup>33</sup> H Douglas, Brown. *Teaching By Principles An Interactive Approach To Language Pedagogy Second Edition*.(New York: Pearson Education Company.2001)p. 357

plan; conclusion logical and complete.<sup>34</sup> He also said organization includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.<sup>35</sup> From their statement, the organization in writing is a crucial element that has an important role in providing readers an easiness to understand a written text through the existence of cohesion and coherence.

### 3. Vocabulary

Vocabulary is all the words that a person knows or uses.<sup>36</sup> Hadfield divides vocabulary into two kinds of vocabulary.<sup>37</sup> First, productive (active) vocabulary, it is words that they can produce themselves. The second one is receptive vocabulary (passive), it is words that they understand but may never produce. Alqahtani defined vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. That is the reason why it is important to learn vocabulary. So, vocabulary is the most important in language. Without knows the vocabulary, we will difficult to understand a language.

### 4. Language Use

Grammar is a structure of language form or a verb phrase used to express a time relationship.<sup>38</sup> Thornbury stated grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey.<sup>39</sup> Language use in writing is the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out a logical relationship in paragraph writing. It can be concluded that grammar in writing as the use of sentence structures and constructions including the accuracy and correctness in using agreement, number, tense, word order, articles, pronouns, and preposition.

### 5. Mechanic

Heaton states “the mechanic concerns about the writers’ ability to use correctly those conventions peculiar to the written language – such as punctuation and spelling.” The mechanic of writing also refers to the use of capitalization.<sup>40</sup> Then, Oshima and Hogue add “using correct punctuation is important because it conveys

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<sup>34</sup> H. Douglas, Brown. *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education. 2004)p. 245

<sup>35</sup> *Teaching By Principles* ..... p. 357

<sup>36</sup> Oxford Dictionary, (2008), Oxford Learner’s Pocket Dictionary, New York: Oxford University Press, p. 495.

<sup>37</sup> Hadfield, Jill; Hadfield, Charles. *Introduction to Teaching English. Additional Readings (6th ed)*. (New York: Addison Wesley Longman, Inc. 2008),p. 45.

<sup>38</sup> Ba’dulu, Abdul Muis. *Basic Sentences Pattern Of English* (Ujung Pandang: penerbit IKIP ujung pandang. 1997)p. 7

<sup>39</sup> Thornbury, scott. *How To Teach Grammar*. (Essex: pearson education limited. 1999)p. 13

<sup>40</sup> Heaton, J. B. *Writing English Language Tests*. (London: Longman Group.1988),p. 148

meaning just as words do.” While the spelling means the word looks like. If the writer wrote the wrong spelling, so it will create un-meaningful words.<sup>41</sup> So, mechanics including capitalization, spelling, and punctuation in writing.

Based on the explanation above, there are five components of writing assessment. They are content (idea), organization (structure), vocabulary (word choice), language use(grammar), and mechanic (spelling, capitalization, and punctuation).

## G. TEXT TYPES IN ENGLISH

According to Anderson and Anderson, there are four texts type in English, there are<sup>42</sup>;

### 1. Descriptive Text

According to Anderson and Anderson, a description text describes a particular person, place, or thing.<sup>43</sup> Its purpose is to tell about the subject by describing its features without including personal opinions. Descriptive writing reproduces the way things look, smell, taste, or sound; or it may also evoke moods, such as happiness, loneliness, or fear.<sup>44</sup>The description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular place, and descriptions of a specific person. So, it can be concluded that descriptive text is a kind of text that described detailed information, characteristics such as sizes, colors, smells, tastes, and so on that related to the object. This text makes the reader imagine the object that is described as real in their mind.

The description consists of description purpose, description of features and their use, description of physical features, description of people, description of properties and interesting facts, and description of evidence today.<sup>45</sup> Most writing contains description.there are a few types of writing that depend heavily on descriptive language.<sup>46</sup> First, descriptions of a person, place, or thing contain sensory details that bring to life actual people, places, and things. The same statement is stated by Tossi, there are three kinds of descriptive text including a

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<sup>41</sup> Oshima,A. and Hogue,A.*Writing Academic English: A Writing and Sentence Structure Handbook. Second edition.* (New York: Addison- Wesley Publishing Company, Inc.1991),p. 245

<sup>42</sup> Anderson, A. and Anderson, K.*Text Types In English 2.* South Yara: MacMillan Education Australia PTY LTD.1997)

<sup>43</sup> Text Types .....p.26

<sup>44</sup> Wishon, George E. and Julia M. Burks. *Let's Write English.* New York: Litton Educational Publishing, Inc. 1980),p. 128

<sup>45</sup> Ade Dwi Jayanti. Student's Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang. *English Franca:Academic Journal Of English Language and Education*, 3, no. 1 (2019): 78

<sup>46</sup> Joyce Armstrong Carrel, *Writing and Grammar Communication and Action.* (America : Prentice Hall, 2001) p.101

description of a person, place, and things.<sup>47</sup> Second, observations describe an event the writer has witnessed. Often, the event takes place over an extended period. Third, travel brochures contain factual information as well as persuasive language to encourage tourism. The last, character sketches describe fictional characters-their appearances, personalities, hopes, and dreams.

## 2. Procedure Text

Procedure text is a text which gives instructions on how to do something.<sup>48</sup> Procedure text is one of the texts in a genre-based approach. Procedure text is a piece of writing that tells us information about making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, directions to find a place, rules, game, manual instructions of a tool, science experiment.<sup>49</sup> So, procedure text is a text that gives instructions on how to do and making something. This text including materials and steps.

## 3. Recount Text

According to Anderson, a recount is a piece of text retells past events, usually in the order in which they happened.<sup>50</sup> Knapp and Watkins also say that a recount is sequential that does little more than sequencing a series of events.<sup>51</sup> Recount text is a text that retells past events. Its purpose is to provide a description and when it occurred with a sequence of events. Recount to tell past events to inform or entertain. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diary, personal letter, biography, travel report, police report, sports report, history, etc. So, recount text is a text that tells events in the past for entertaining and informing.

## 4. Narrative Text

Narration tells "what happened". It tells a story.<sup>52</sup> It is the kind of writing found in novels, short stories, and biographies. Narration usually follows a time order. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.<sup>53</sup> It can be concluded that narrative text is a text that tells a story such as the novel and short stories. the purpose of this text ate to educate and entertain the readers. This text contains meaning in every story.

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<sup>47</sup>Joyce Amstrong.....,p. 32-35.

<sup>48</sup> Larson. *Introduction Of Procedure Text*. (Edition Anderson.1984)p. 366

<sup>49</sup> *Introduction of .....*,

<sup>50</sup> *Introduction of .....*, p. 49

<sup>51</sup> Knapp, P.,Watkins, M. *Genre, Text, Grammar: Technologies for Teaching And Assessing Writing*. (Sydney: University of New South Wales Press, 2005).p.223

<sup>52</sup> Anderson, A. and Anderson, K. *Text Types In English 2*. (South Yara: Macmillan Education Australia PYT LTD. 1997)p. 8

<sup>53</sup> Sudarwati . *Look Ahead*. (Jakarta: Erlangga, 2007).p. 62

## H. CONCLUSION

There are three kinds of writing, they are: freewriting, controlled writing, and guided writing. Every kinds of writing have the rules. Writing should be produced by the appropriate stages or process. There are four steps of writing process. There are planning, drafting, editing (revising), and final version. Planning is the process that helps the writer to consider the purpose, content structure, language usage, readers or readers, and avoid writing outside of the topic you have chosen. Editing and revising is the process of editing and revising the final draft by checking things related to good writing criteria such as grammar, spelling, mechanics, choosing the right vocabulary, coherence, organization, etc. Final version is the last process of writing. The writing skill is not automatically mastered by English learners, since it needs a long process and a really hard work to have this skill.

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