

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents three important things dealing with this study. They are theory, related studies, and the last one is conceptual framework. Related studies are the studies that are relevant either in terms of being the same topic, the same method investigated or the same theory applied. Some important terms dealing with the study are conceptualized to understand the work of this study. Theory guides the researcher in analyzing the data.

2.1. Theory

The writer takes the general theory from some experts to help the reader to have basic understanding about this study. Following is some theories :

2.1.1. The concept of writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper or computer by using the correct procedure. In this part, the writer would like to explain about writing narrative text correctly like definition of writing, the purpose of writing, the process of writing and the characteristics of good writing.

2.1.1.1. Defenition of writing

In the process of language learning, there are four language skills that must be learnt by the learners namely listening, speaking, reading and writing. Listening and reading are categorized into receptive skills while speaking and writing are productive skills. Raimes (1983) states that writing is not just speech written down on paper. It means that writing is a form of the written language generally demands standard forms of grammar, organization, and vocabulary. It indicates that in writing, the writer should master the use of grammar and vocabulary to make the reader understands about what the writer writes.

Moreover, Brown (2001) says writing is the written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise texts for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. Writing involves some language component (spelling, grammar, vocabulary, and punctuation). Moreover, Harmer (2004) states that writing is the only skill which enables learners to produce a real product, in which the product is touchable, readable, as well as keep able for a long period of time.

Furthermore, Perkins (2005) states that writing is a process that requires writers to develop a cognitive awareness of the writing choices available to them. In order for writers to make choices about their content and style, they need to be reminded and further informed about those choices open to them.

From some definitions above, it can be concluded that writing is a process of discovering ideas and discovering how to organize them. It involves critical thinking to communicate one's thoughts. It is product of thinking, drafting, and revising which needs some mental efforts that must be combined and arranged. It is a combination of processes and products. It has to be deliberately cultivated. It means at the time of collecting the ideas that create text that can be read by readers is a product of the activities undertaken by the author.

2.1.1.2. The Purpose of writing

Every activity has a purpose, so do writing. Writing also has purpose. According to Hugo Hartig in Tarigan (2008: 25), he says that the purpose of writing are:

1. Assignment purpose

The purpose of this assignment actually has no purpose at all. The author writes something because it is assigned, not on his own volition.

2. Altruistic purpose

The author aims to please the reader, avoid the sorrow of the reader, wants to help the reader understands, appreciates his feelings and reasoning, wants to make the lives of the readers easier and more enjoyable with his work.

3. Persuasive purpose

A writing that aims to convince readers of the truth of the ideas expressed.

4. Informational purpose

Writing that aims to provide information or information to the reader.

5. Self-expressive purpose

A writing that aims to introduce or express the author to the readers

6. Creative purpose

This goal is closely related to the purpose of *self-statement* but the *creative desire* here exceeds the *self-statement*, and involves itself with the desire to achieve artistic nora or ideal art.

7. Problem-solving purpose

The purpose of writing is that the author wants to convey the message or just provide information about something. In this case, there are times when the writer conveys an idea and develops it through all of his writing.

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to Fred D. White (1986), writing means learning. Because of that writing has several other purposes for students in writing or it also can be called several other functions of writing for students. They are :

1. Writing can improve a student's academic performance
2. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential readers.
3. Writing enchanted personal and community relationships.

2.1.1.3. The Process of Writing

Writing process is a series of activities that occurs and involves several stages, namely the pre-writing stage (preparation), writing (development of essay content), post-writing (review and revision or improvement of writing).

1. *Pre-writing stage*, at this stage there are several important things, namely choosing a topic, setting goals and objectives, collecting materials and information needed and organizing ideas or ideas in the form of essays.
2. *Writing stage* by completing all the things in the *pre-writing stage*, we are ready to write. Develop item by point ideas contained in the framework of the essay by utilizing material or information that has been selected and collected.
3. *Post-writing stage*, at this stage it is refinement or refinement of the writing produced. Its activities consist of editing and repair (revisions). Revision activities can be in the form of addition, replacement, removal, alteration or rearrangement of essay elements.

2.1.1.4. The characteristics of Good Writing

According to Enre (1988: 8), there are six good features of writing, namely :

1. Writing must always be meaningful.

Good writing must be able to express something that has meaning for someone and provide evidence of what was said. Otherwise, the writing work will not be useful.

2. Good writing is clear writing.

A writing can be called clear if the reader can read it at a steady pace and capture the meaning of the writing after trying in a reasonable manner. Readers should not be confused and must be able to grasp the meaning without having reread from the beginning to find the meaning said by the author.

3. Good writing is always economical.

A good writer will not let the reader lose time in vain. Therefore, the author will discard all the excessive words from his writing.

4. Good writing is always coherent and intact.

An article is said to be coherent and intact if the reader can follow it easily because it is clearly organized according to a plan and the arena of its parts is connected to one another.

5. Good writing is writing that always follows the grammatical rules.

What is meant by writing that adheres to grammatical rules is writing that uses standard language, namely the language used by most educated members of the community and expects others to use it in formal or informal communication, especially in written form.

6. Good writing is always the final solution.

If all of the above characteristics have been fulfilled, then there must be a final solution to the text. The final solution is recheck the writing so that it can produce clear writing and not make the reader disappointed..

2.1.2. Narrative Text

As an international language, English is also taught in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance :

- a. To give students an effective reading ability
- b. To give students the ability to understand spoken English
- c. To give students a writing ability
- d. To give students a speaking ability

One of the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.

Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Narration is the most powerful ways of communication with others. A good written story lets your readers respond to some event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing.

To figure problems out, the writer will use narrative text in improving writing. Students can feel more relax in learning writing lesson and it will be easier for them to produce narrative texts.

2.1.2.1. General Concept of Narrative Text

English can be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing.

The writer chooses “Narrative Texts”, as the writing material. Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader responses to some events in your life as if it were your own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

In Curriculum 2004 narrative text is defined as a text that function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event leads to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, the writer can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or to

deal the readers. You are using narrative when you tell a friend about something interesting that happens to you at work or at school, when you tell someone a joke.

Anderson (1997: 14) states that a good narrative uses word to paint a picture in our mind of:

1. What characters look like (their experience)
2. Where the action is taking place (the setting)
3. How things are happening (the action).

The characteristics of narrative texts among others:

1. It tells us about a story of event or events.
2. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
3. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of that narrative are carefully selected for purpose.

Narration is telling a story. And to be interesting, a good story must have interesting content. It should tell us about an event your audience would find engaging. You might even think of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the following goals:

1. It is interesting, it draws the writer into the action and makes reader feels as if the writer is observing and listening to the events.

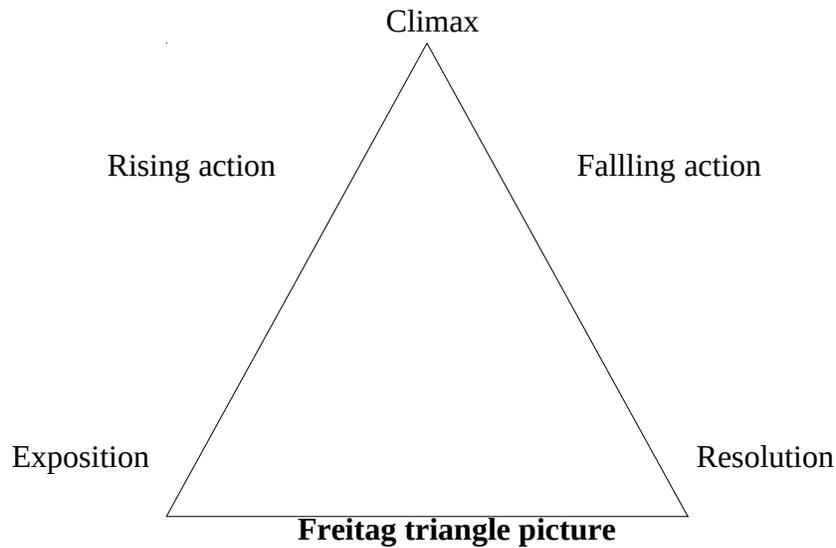
2. It introduces the four ws of a setting- who, what, where, and when- within the context of the action.
3. It is coherent, transition indicates changes in time, location, and characters.
4. It begins at the beginning and ends of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
5. It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

The language features usually found in narrative texts are:

1. specific characters
2. time words that connect to tell when they occur
3. verbs to show the action that occurs in the story
4. Descriptive words to portray the character and setting. (Anderson, 1997: 15)

2.1.2.2. Generic Structure of Narrative Text

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically writing. The Freytag triangle consists of:

1. Exposition establishes the characters and situation.
2. Rising action refers to a series of complication leads to the climax.
3. The climax is the critical moment when problem/ conflict demand something to be done about them.
4. Falling action is the moment away from the highest peak of excitement.
5. The resolution consists of the result or outcome. (Neo, 2005: 2)

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

1. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2. Complication/ rising action

The complication is pushed along by serious events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and over serves to (temporally) toward them from reaching their goal.

3. Sequence of events/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

4. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

5. Reorientation

It is an optional closure of event.

2.1.2.3. Types of Narrative Text

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category (Neo, 2003: 8). The notion of genre is to help you generate story ideas. Here

are some examples of the different type (or genre) of narrative showing typical features:

1. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- a. Orientation : the narrator tells the funny characters names in unusual setting.
- b. Complication : in this part, something crazy happen.
- c. Sequence of even : there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- d. Resolution : All's well that ends well. (Neo, 2005: 58)

2. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

- a. Orientation : it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight
- b. Complication : boy meets girl.
- c. sequence of events: it contains the development relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.
- d. Resolution : boy gets girl, marry and live happy ever after. (Neo, 2005: 59)

3. Historical Feature

Here are the features of a typical historical fiction text:

- a. Orientation : a setting in the past and description of a period in history.
- b. Complication : good meets evil
- c. Sequence of event : action related to a period in history, character's lives affected by the events of history, description of life at the time.
- d. Resolution : characters survive the chaos of the time (for example, the war ends). (Neo, 2005: 59)

4. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

- a. Orientation : main character is the narrator. Time setting is given by diary entries.
- b. Complication : given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- c. Sequence of event : diary entries tell of feelings, hopes, and happening.
- d. reorientation : the narrator tells what happens to solve the complication. (Neo, 2005: 60)

5. Fantasy

Below are the features of a typical fantasy narrative:

- a. Orientation : setting may be in another dimension with goals, witches, wizard, and so on. Hero who may have magical power.
- b. Complication : evil forces affect the goodies.
- c. Sequence of event : use of magic. Action includes dragons, mystical beasts and heroism.
- d. Resolution : God defeats evil forces. (Neo, 2005: 60)

6. Science Fiction

Science fiction is the setting involving science and technology. Here are the typical features of the text type:

- a. Orientation : a feature setting and a world with technology.
- b. Complication : an evil force threatens the world.
- c. Sequence of event : imaginative description. Action involves technology, science, and super invention.
- d. Resolution : good defeats evil.
- e. Coda : take care that science is used for good, not evil.

2.1.3. Writing Evaluation

In this section, the writer points out the numerous factors of scoring, that can be evaluated in a single piece of writing. Therefore, Anderson in Hughes book (1941: 91-93), stated that there are basically two ways to give formal grade to piece of

writing, there are holistic method and analytic method of scoring. In this study, the writer only uses analytic method of scoring in evaluating a single piece of writing.

1. Analytic Method of Scoring

It is a method of scoring which requires a separate score for each of a number of aspects of a task which are said to be analytic. The following scale, devised by John Anderson, is based on an oral ability scale found in Harris (1986). The scale to be described comprises the grammar, vocabulary, mechanic, fluency and form.

a. Grammar

6 Few (if any) noticeable errors of grammar or word order

5 Some errors of grammar or word order which do not, however, interfere with comprehension.

4 Errors of grammar or word order fairly frequent, occasional re-reading necessary for full comprehension.

3 Errors of grammar or word order frequent, efforts of interpretation sometimes required on reader's part.

2 Errors of grammar or word order very frequent; reader often has to rely on own interpretation.

1 Errors of grammar or word order too severe as to make comprehension virtually impossible.

b. Vocabulary

6 Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.

- 5 Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
- 4 Uses wrong or inappropriate word fairly frequently, expression of ideas may be limited because of inadequate vocabulary.
- 3 Limited vocabulary and frequent errors clearly hinder expression of ideas.
- 2 Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
- 1 Vocabulary limitation so extreme as to make comprehension virtually impossible.

c. Mechanics

- 6 Few (if any) noticeable lapses in punctuation or spelling.
- 5 Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
- 4 Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
- 3 Frequent errors in spelling or punctuation; lead sometimes to obscurity.
- 2 Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
- 1 Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

d. Fluency

- 6 Choice of structure and vocabulary consistently appropriate; like that of educated native writer.
- 5 Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
- 4 Patchy, with some structures or vocabulary items noticeable inappropriate to general style.
- 3 Structure or vocabulary items sometimes not only inappropriate but also misused structures or vocabulary.
- 2 Communication often impaired by completely inappropriate or misused structures or vocabulary items.
- 1 A heavy patch of half-learned misused structures and vocabulary items rendering communication almost impossible.

e. Form

- 6 Highly organized; clear progression of ideas well linked, like educated native writer.
- 5 Material well organized; links could occasionally be clearer but communication not impaired.
- 4 Some lack of organization; re-reading required for clarification of ideas.
- 3 Little or no attempt at connectivity, though reader can deduce some organization.

2 Individual ideas may be clear, but very difficult to deduce connection between them.

1 Lack of organization so severe that communication is seriously impaired.

SCORE: Grammar + Mechanic + Fluency + Form =

2.2. Review of Previous Study

Review of related literature contains systematic and relevant description of very latest fact and the result of the previous study (what has been studied by other) containing the theory, proposition, concepts or the very latest approach related to the study that is going to carry out (Erom, 2001: 27). There are two previous studies which are related to this study, the writer can find. Those studies are the base in doing this writing.

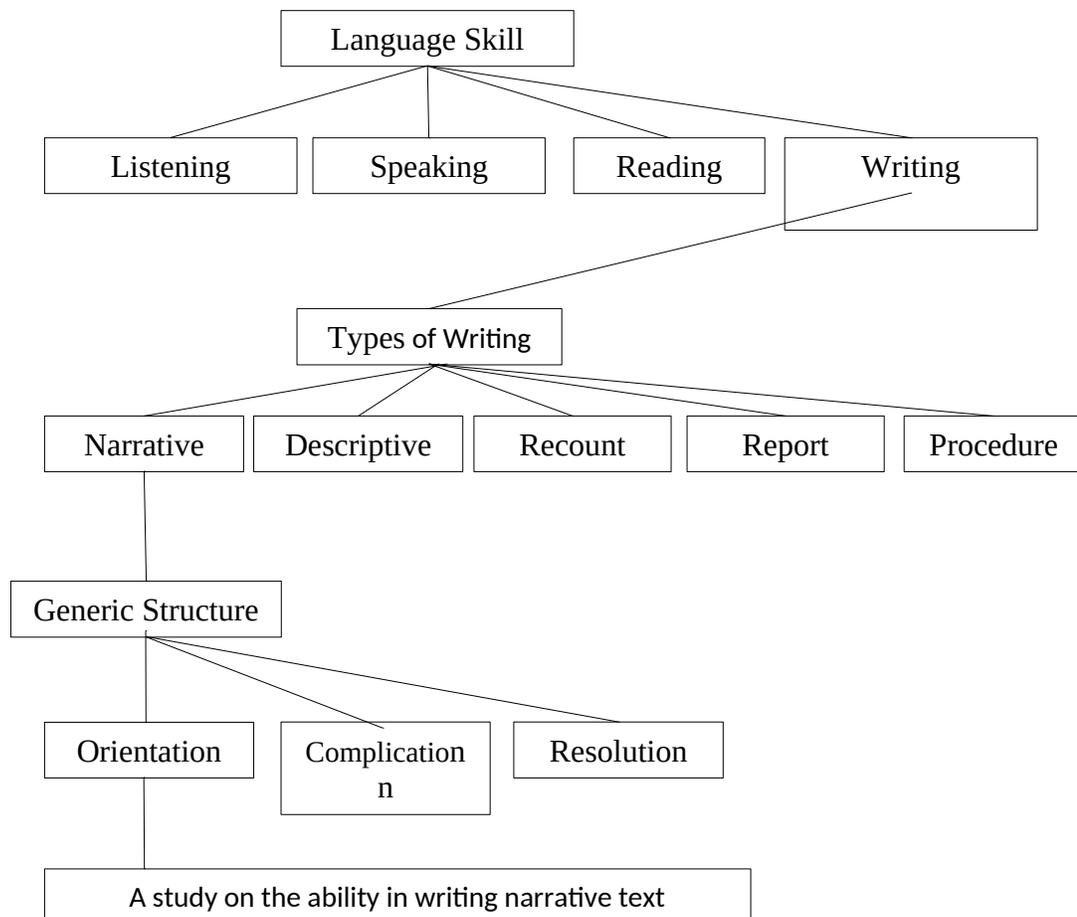
Ama (2003) studied about writing ability of the eighth grade students of SMP Negeri 1 Kupang. His study focused on the discussion in students' ability in writing summary in terms of grammar, vocabulary, mechanic, fluency and form. The result of his study is that the eighth grade students of SMP Negeri 1 Kupang are able to write a summary in terms of grammar, vocabulary, mechanic, fluency and form. The level of students' ability is classified as "average" (19.2) based on the average grade.

Peloi (2011) studied about an analysis on writing ability of the twelfth grade students of SMK Negeri 1 Kupang through summary in the school year 2012/2013. Her study focused on the discussion in the students' ability in writing summary in

terms of grammar, vocabulay, mechanics, fluency and form. The result of her study is that the twelfth grade students of SMK Negeri 1 Kupang are able to write summary in terms of grammar, vocabulary, mechanic, fluency and the form. The level of ability is classified as “very good level”.

2.3. Conceptual Framework

Here, the writer presents the analytical framework, which the way how this study is seen. It starts from language skills to students’ ability in writing narrative text. It can be seen in the following diagram.



Based on the diagram, the language has four skills namely listening, speaking, reading and writing. In this study, the writer chose writing skill. This skill has some types of writing namely narrative, descriptive, recount, report and procedure. From the few types, the writer chose narrative. The generic structure of narrative is orientation, complication and resolution. Based on the explanation and diagram above, the writer does research on students' ability in writing narrative text.