

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with review of related literature which contains of previous study, theoretical review, and research framework.

2.1 Previous Studies

There have been some studies of researchers related to writing narrative text by using Project-Based Learning. Therefore, the researcher chooses some previous studies which are closer to the topic.

Firstly, research was conducted by Aprilia (2015:89) entitled “Improving the Writing Skill of Narrative Text through Project-Based Learning”. The Use of Project-Based Learning is able to improve students’ writing skills. She had concluded that the students’ writing improved in the aspects of writing namely content, organization of the text, vocabulary, language use and mechanic”.

Secondly, research was done by Andyani (2014:126) entitled “Improving Writing Skill through Project-Based Learning Technique”. She concluded that the implementation of Project-Based Learning in English language teaching and learning process successfully improved students’ writing skills. Qualitative and quantitative data show that student writing increases in grammatical, vocabulary, mechanical, fluid, and form or organizational aspects. The writing procedure has changed better after using the Project-Based Learning method, in the vocabulary aspect, the pre-test score is 3.23 and changed to 4.01 with a gain score of 0.78. In terms of mechanics, the students scored 3.14 in pre-test to 3.85 in post-test, while the gain score was 0.71. Furthermore, there is a viable

improvement in the smooth aspect in which the pre-test score is 2.93 and the posttest score reaches 3.57. The gain score obtained in the smooth aspect is 0.64. The organizational aspect showed a significant development in which the pre-test had a score of 2.68 and in the post-test changed its score to 4.2 with a gain score of 1.52. In conclusion, the use of project-based learning techniques is effective for improving students' writing skills

There have been several articles to related this research. The first article was written by Chikita, Padmadewi, Ni Nyoman, Suarnajaya, I Wayan (2013:10) entitled "The Effect of Project-Based Learning and Students' Perceived Discipline toward the Writing Competency". The objective of this study was to explain the effectiveness of Project-Based Learning method as an in writing competency. They had concluded that there was a significant difference in writing competency between the students' taught with Project-Based Learning and those taught with a conventional method. It was proven by the probability value of 0.00 which is lower than 0.05. From the result of descriptive analysis, it was known that the mean score students' writing competency. It was proven by the probability value of 0.458, which was higher than 0.05. It means that Project-Based Learning affects better than conventional method for both the students having high and low learning discipline.

Secondly, the article was written by Adam (2015:7) entitled "Developing EFL Learners Narrative Writing through using Short Stories the Case of Al-

Baha University Student”. He has concluded that the use on short stories is an effective tool that can be used by language educators to develop their students’ narrative writing and other language skills. The result of the experimental group post-test is (27,0) while the pre-test result is (19,0). On the other hand, the results of the control group only a slight increase in score, in post-test results (18.0) and pre-test (16.0). These results suggest that the performance of experimental group students’ given short stories in the post-test is better than the same test from the control group. Teaching short stories help students’ to develop narrative writing texts.

Third article was written by Budihastuti (2015:6) entitled “Short Story Text in Project-Based Learning Model on 7th Graders”. She concluded that Project-Based Learning is one of the learning models that can be used by teachers so that automatically the teachers also use a scientific approach in their learning. Project-Based Learning is the most ideal learning model. The success of teaching and learning process influenced with many contributing factors, including the presence of teachers, books, and other teaching tools.

The fourth article was written by Hasani, Hendrayana, Senjaya (2017: 5) entitled “Using Project-Based Learning in Writing an Educational Article: An Experience Report”. They conclude that writing required in every lesson to learn to write so that students’ can improve their writing skills. One of the learning strategies for developing writing skills is Project Based Learning. This strategy forces students to do reflective thoughts that are useful for improving student competence. This strategy is pressing to train in writing papers under

the supervision of teachers. Each student can practice making a paper at the end of the lesson. Training writing in writing is an important part of learning to write papers, writing project-based instruction, encouraging student perspectives when troubled and not only improving writing skills, and writing is no longer seen as a subject to be followed, but also for writing competence.

Fifth article written by Fragoulis (2009:5) entitled “Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice”. He concluded that Students’ gain knowledge through the process of “building”, forming groups, working together, using “original” information sources, processing and evaluating them, taking initiative, and making decisions. Teachers who provide project-based teaching methods suggest that the experience gained in teaching helps students develop skills. The implications for further research are to examine the relationship between short-term project work and student communication competencies, and their effects. The teacher is an indispensable source of inspiration and encouragement for students. Moreover, the knowledge of modern teaching methods and the willingness to experiment with non-traditional teaching practices is a powerful tool for achieving teaching goals, such as increased motivation, interest, and performance in the hands of teachers in the context of English as a foreign language.

2.2 Theoretical Review

2.2.1 Writing

a) Definition of Writing

Writing is a medium of human communication that represents language and emotion with signs and symbols. Writing is a tool used to make language be read. Sokolik in Linse (2005:98) states that Writing is one of four language skills; listening, speaking, reading, and writing. This means writing is one of the productive skills that communicate through writing in the form of letters and symbols. Communicating means giving certain information to others, therefore, the message must have a purpose. In other words, writing produces written products that have certain information.

In teaching writing skills within the scope of the mechanical side emphasizes the introduction of letters, letter selection, word recognition, and the basic rules of spelling, punctuation, and capitalization, as well as the recognition of whole sentences and paragraphs. Writing, in addition to being a very important communicative skill, is a teaching skill to plan and rethink the communication process in written form (Celce-Murcia, 2001:207).

To establish a writing curriculum that can target specific principles for addressing within each program one of the programs provided (Celce-Murcia, 2001:221). Students' are given a test to create a paper that will be used to be a sample of writing. Samples will be a benchmark in knowing the ability of students, in order to determine the continuity of the program will be given.

According to Harmer (1988:122), states that many reasons to teach writing is to give plenty of time to think about what writing will be written like during a spontaneous conversation. Writing is helpful to make the

difference between writing-to-learning and writing-to-writing. Writing is used as a tool to help students practice communicating in written form. Writing-for-writing is directed to develop student skills as a writer. The writing-for-learning activity is usually the language itself which is the main focus of attention.

Teaching writing is one way to build writing habits, many students think hard to learn to write. We must make students from the beginning to create writing activities to be easy to understand and fun while learning. Writing activities not only become a normal part of the classroom but also presents opportunities for students to achieve success in making papers.

According to Andyani (2014:10), generally, language is divided into two major skills, receptive skills and productive skills. Writing and speaking including daily language productive skills. Productive skills are skills that enable students to produce their own language (Harmer, 2007: 265). On the other hand, production skills are needed for learners to be able to build communication through writing. Writing includes skills that can make students produce their own language. Communication through writing will help students to build communication with a wider range through language.

Writing is an important skill in English. It takes a coach who will guide students to learn to write English. Writing is a means of communication and insight as an indicator in communication. Communication through writing is one of writing knowledge, sharpening

writing knowledge including adding new vocabulary to sharpen their brains to develop in creating ideas.

From the definition above writing is a productive skill of the language involves communicating a message in the form of letters and symbols. Writing has a procedure that must be followed so that the writing can be read by others. Writing can spill the contents of the author's thoughts or feelings in paper form. Writing can be learned by anyone and anywhere because writing is needed in everyday activities besides talking. Writing is a material that often avoided because writing is difficult to learn. It is blocked in finding the vocabulary that will be poured in writing. Looking for material to support in writing papers is very important to increase knowledge into writing. In daily, writing as a second communication tool after speaking even communication between countries through writing such as emails, articles, and much more.

b) The Characteristics of Written Language

According to Brown (2001:341), written language has some characteristics. Here are seven characteristics of written language as follows:

1) Performance

Written language can be read and reread for many times. Written language that can be read and understood which the contents of the reading and can be read repeatedly. Without time limitations and the writing may inform the readers.

2) Production time

The writing process needs much time to plan, edit, and revise writing before finally it is finished as a final product. Writing has procedures to be considered author, so readers more comfortable to read.

3) Distance

Readers and authors have a distance in space and time to negotiate meaning and messages in writing. Objectives and audiences should be planned so that there is no difference in understanding by the author and the reader.

4) Orthography

Written language is supported by the use of orthography in order to send the message with the role of stress, intonation, pitch, volume and pausing in speaking. For example, the use of an exclamation mark is to express surprise. Then a question mark is to express questions.

5) Complexity

Writing that has a clause is a good article but if it have many clauses make writing bad. Sentences that people need are brief, clear, and meaningful writing.

6) Vocabulary

Written language requires many variations of vocabularies. Repetition of the word is controlled to make writing is more interesting, finding other synonyms for a word is one way to avoid repetition of words in writing.

7) Formality

Written texts are typically formal because of the social and cultural uses. It minimizes the misunderstanding which is caused by language varieties in society. Formality is considered as an agreement for all people in different societies.

c) Types of Writing Classroom Performances

There are many types of writing performances in the classroom. Written performance is divided into a five kinds, they are:

1) Imitative or writing down

The students can attain fundamental skills in the writing process through a simple task. The basic task of writing letters, words, pronunciation, and brief sentences can be done when they produce a text. The activity that may be involved in this type of writing performances is that they simply write down a written product on their own. They imitate the written product as a form of task to go over the basic skills in writing.

2) Intensive or controlled

It is a kind of performance in which students must produce proper vocabulary in a certain context, collections and idiom, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performances can do another stimulating creative activity by rewriting the paragraph of their collection of reading.

3) Self-writing

This category gets the students to write the things on their own mind. Kinds of activities of this category are note-taking, diary, and journal writing.

4) Display writing

Display writing is very useful for academic purposes. Written exercises, short answer essay and other forms of writing in test situations are instances of display writing. They are kinds of activities when students are asked to write for the sake of their teachers' assignment or to fulfill their duty in the class.

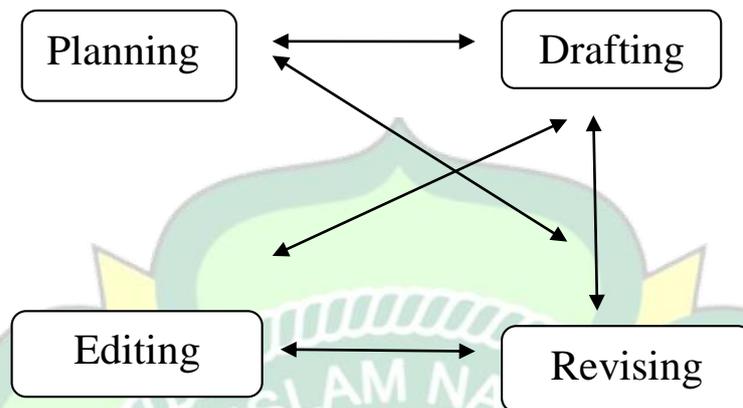
5) Real writing

Real writing is one of the writing performances in which the reader does not know the answer and genuinely wants the information from the writer. For example, writing letters, filling a form and writing a simple message all belong to real writing.

d) Process of Writing

Nunan (1999:273) sees the process of writing as a complex cognitive process that requires sustained intellectual effort over a period of time. Teaching writing for students', from the process to the end in order to provide learning experience so that students' can understand the characteristic of writing. To make a good writing quality, there are some steps to keep in mind. These stages of writing are related to each other, forming a writing cycle in which one stage affects the next. Following is the chart of writing process:

Figure 2.1: The chart of writing process



The further explanation of the writing process chart proposed by Seow is described as follows:

1) Planning

At the stages of writing, planning can be referred to the pre-writing activities. The pre-writing stage is used to stimulate students' creativities and how to develop topic in writing. Pre-writing helps students' to get ideas and information in writing. To provide students' with various ways of getting information students' in the pre-writing activity will encourage students' to write.

2) Drafting

Drafting is a raw form of writing, which needs to be revised before the final product finishes. At the writing stage, students' focus on the fluency of their writing without too much emphasis on the accuracy of the grammar

and neatness of their writing design. At this stage, students' should also pay attention to the contents of the paper.

3) Revising

When make a revisions to their writing, students should review their writing to make sure that there is a mistake or not in writing. Students must also ensure the meaning in the text in order to be understood by the reader, the student should pay attention not only to the word but also to the content and structure.

4) Editing

The editing stage is the stage in which students insert piece of writing into final form. The editing process refers to correcting grammatical, lexical, and mechanical errors before turning into the final product of writing. At this stage, students' must tidy their writing and prepare the final results of their writing for being evaluated by their teacher. They should pay attention to grammar, spelling, punctuation, diction, sentence structure and accuracy.

e) Concept of writing

Humans can communicate with their own environment. They have their own way of expressing their ideas in addition to spoken language, such as with images or symbols of the alphabet. In teaching writing, students can express their ideas, opinions, and feelings through writing. Heaton (1974: 138), his writing skills are complex and difficult to teach, requires mastery of not only grammatical and rhetorical devices, but also conceptual and

consideration elements. There are four areas that need to be applied to produce good prose or writing, follow as:

- 1) Grammatical skills: the ability to write correct sentences.
- 2) Stylistic skills: the ability to manipulate sentences and use language effectively.
- 3) Mechanical skills: the ability to use correctly that conversation peculiar to written language (punctuation and spelling).
- 4) Judgment skills: the ability to write in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

2.2.2 Narrative Text

a) Definition of Narrative Text

The means of reading is a written text. There are many types of text, and one type of text is a narrative text. Narrative text is described as literature written primarily to tell a story. A good narrative text, which forms or develops a conflict, discusses a general aspect of human existence. Narrative text are not just about entertainment for the reader though, the narrative is also a powerful medium for changing the attitude of social opinion and some operas and television dramas as a narrative to raise the topic issue and presents different complexities and perspectives in ways that are impossible in current news reports and affair programs.

Narrative text is one of many genres of text. This includes non-factual text written or heard to entertain the reader or listener. Anderson and

Anderson (2003: 8), the narrative is part of a text that tells a story to entertain or inform the reader or listener. Narratives relate to events that have conflict that lead to a certain crisis or turning point, which at the end of the story finds a resolution.

b) Generic Structure of Narrative Text

According to Pardiyono there are four elements of structure of Narrative, they are:

- a. Orientation is consists of the topic of an activity or event which is told.
- b. Sequence of events consists of some conflicts, which happen.
- c. Resolution is the text element consists of the problem solving.
- d. Coda is a simple conclusion which consists of moral lesson for the reader.

c) Language Features of Narrative Text

1) Sequentiality. Story events occur in a sequence, linked by connecting words such as *and*, *then*, *because*, and *but*).

2) Particularity. Stories are about something in particular; extraneous events that do not relate to this particular something should not be included in the story.

3) International states. Story characters' actions are motivated by their intentions

2.2.3 Project Based Learning

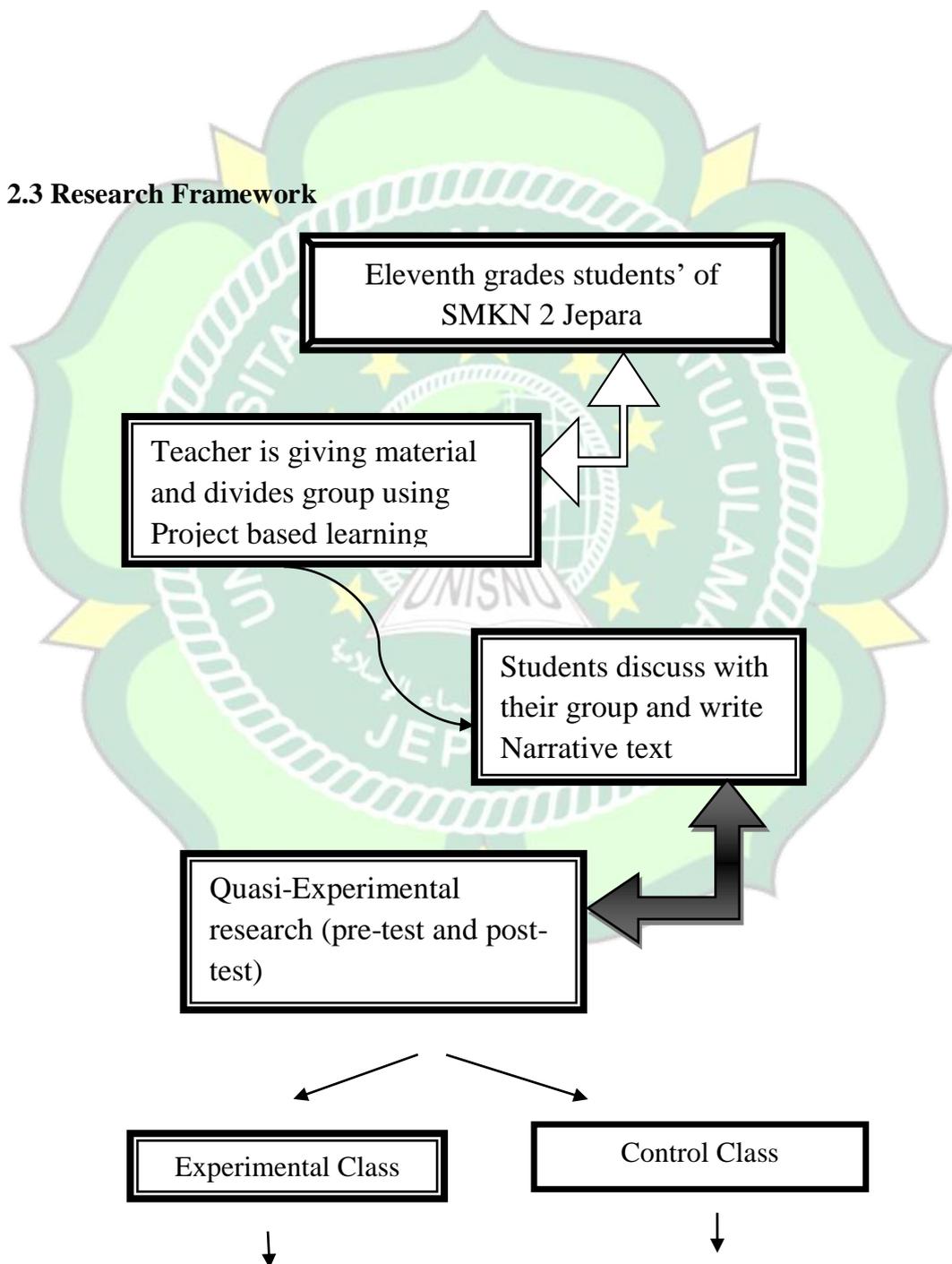
Project-Based Learning (PBL) is a model that governs the learning of making a project. Based on Project-Based Learning for teachers, projects are a more complicated task than usual assignments, project-making based on challenging questions or problems involving students in design, problem-solving, decision-making, or investigative activities. Students are given the opportunity to work relatively independently over a long period of time. At the end project, produce a realistic product or presentation.

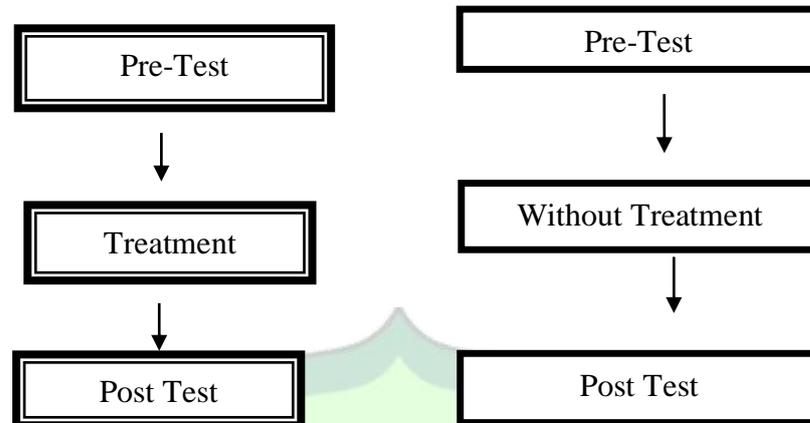
Other features described include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, cooperative learning, reflection, and adult merging skills. Project Based Learning adds a number of unique features. The definition of “Project-Based Learning” includes features relating to the use of accountable questions, an inquiry community, and the use of technology-based tools and “Investigation learning” adds comprehensive school features of improvement, community service, and multidisciplinary themes.

Project-based science inquiry can incorporate cooperative or collaborative learning and provide scaffolding for learners, often through templates for artifacts and guidance on cognitive and social skills. Also, like many of the projects in disciplined inquiry, often include an embedded scenario or role for the student to play, sometimes called the anchor. However, while other examples of Project-Based Learning may suggest reflection, in provide an opportunity to reflect on the inquiry process results.

Teacher teaches writing narrative text with Project-Based Learning method is very helpful for students' because students' are more active to make the project and to get material about narrative text easily and also teacher here only becomes as a facilitator.

2.3 Research Framework





In this research the researcher assumes that this research is to find out whether using Project based learning method can help to improve students' creativity in writing narrative text. Narrative text has many kinds that can be chosen according to their interests and if students often write will increase the imagination or development of intelligence in developing the paper more extensive.

