

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

In this chapter, the researcher discusses the previous study which analyzed the difficulties of the students in writing narrative texts conducted by several previous researchers. There are four previous studies to support this research. The detail explanation below:

The first study is an action research entitled “An Analysis of Students’ Problems in Writing Narrative Text: A Case Study at Second Grade Students of SMKN 1 Praya Tengah in Academic Year 2015/2016”. This study was aimed to find out the problems faced by the students of class XI of Middle Praya 1 SMKN in writing imaginative narrative texts. This research Qualitatively designed which can solve problems descriptively and focus analysis on mistakes made by students. It concluded that the major problems faced by students in writing a narrative text lies on vocabulary (preposition, pronoun, and article) and sentences structure (tenses). It was seen from so many mistakes made by students in writing related to the above matters. The results of the interview also provided some additional information about problems faced by students in writing narrative text. Among them is the difficulty in starting to write, it happened because of the difficulty in determining the idea of the story (Nuzhatun, 2016).

The second study is entitled “An Analysis of Students’ Skill In Writing Narrative Text At Eighth Of Smp Negeri 7 Tanjungpinang”. The purpose of study was to find the percentage of students’ error in grammatical feature especially in simple past tense. In other hand, the aim of this research is to know the students’ ability in writing narrative text at eight grade of SMP Negeri 7 Tanjungpinang in the academic year of 2016-2017. This study showed that students’ error in grammatical future especially in simple past tense was so high. Mean of the percentage of students’ error was 50.75%. In analysis of students’ ability the result from the data analysis, the students’ ability was good (Aryanti, 2017).

The third study is entitled “ An Analysis Of Students’ Ability and Problems in Writing Recount Texts at Grade VIII Of SMPN 29 Padang”. This research focused on the students’ ability in writing recount text and the students’ problem in writing recount text. The result from this research based on the writing test result, the students have some problems in writing recount text. The students did not really master in content, vocabulary and grammar of writing aspect. However, based on the questionnaire that researcher gives to the students, some students still have some problems in writing recount text but the students did not faced the problem in content of writing. The students only have problems in vocabulary and grammar. This condition happened caused by the students not serious in the fill each statements of the questionnaire (Sari, Refnaldi, & Rosa, 2013).

The fourth study is entitled “ An Analysis on The Students’ Ability of In Writing Narrative Text at Grade IX of SMPN 2 Gunung Talang”. This research focused on the students’ ability in writing recount text. The result from this

research, the students had problem in writing complication of the narrative text. The students did not know how to write complication of narrative text, they had difficulties to understand why the conflict happened and it was difficult for them to identify the genre of the conflict. It was caused by the students' difficulties to write how the conflict arose. It means that the students were not able to write complication of narrative text (Anwar & Afrida 2013).

From the previous findings above, there are similarities between previous research and this study that students feel confused and difficult to write English texts, especially for narrative text. However, researchers have differences with previous researchers. In previous researchers conducted research used two aspects. In this research the researcher used five aspects they are organization, content, grammar, punctuation, and quality of expression.

2.2 Review of Related Literature

In review of related literature, the researcher discusses theories that uses for the research. The discussions are divided into two main parts. There are writing and narrative text.

2.2.1 Writing

In this part, the researcher discusses about the Definition of writing, Types of Writing Performance, The writing process and Micro and macro skills of writing.

2.2.1.1 Definition of Writing

Writing is one of the important skills that language learners need to learn and studied. Writing is one of four language skills besides listening,

speaking and reading. Writing is an activity to arrange words, sentences and phrases that makes a good writing.

Many experts define writing in various way. According to Taqil said that writing is similar to producing speech. It is a way of communicating with others through paper. As a writer writes, he performs an action of producing, organizing and expressing ideas in a way that is comprehensible for the reader or the audience (Meyers, 2015:75) .

Based on Brown (2014:218) writing is a way to produce language and express ideas, feelings and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres and then these elements have to be presented in learning activities.

Taqil said that writing is a complex skill to learn and to teach, as it necessitates the acquisition of many other skills, writing is most difficult skill, because it doesn't only need one skill but more (Ningrum, 2015: 75).

According to Harmer (2001: 255), writing is a conventional writing that has a number of conventions that separate it from speaking. Apart from differences in grammar and vocabulary, they are issues of letter, word and text formation.

Writing is a communication between a writer and a reader with the use of printed symbols. Writing is a process of expressing ideas or thoughts in words should be done at our leisure Agusta (2017: 24).

Khoirunnisa (2016: 14) writing is not only draw off the information, message, or idea in the sentence that should be corrected in grammatical

manner. The information, idea or message must be made in text with purpose surely with a clear purpose, has correct structure, and the idea must be created effectively and creatively.

From the explanation above, the researcher concludes that writing is a complex process for delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can know or understand. It is complicated because we have to consider the punctuation meaningfully, thinking ideas, spelling accurately, the grammar and information across sentences to develop a topic. It means that the writer has to organize the sentences into a coherent text whole which is as possible and complete in it, so that we are able to communicate successfully with the readers through the medium of writing.

2.2.1.2 Types of Writing Performance

Brown (2014: 220) types of writing performance, there are four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always reflect the uniqueness of the skill area.

1.) Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At

this stage, form is the primary if not exclusive focus, while context and meaning are secondary concern.

2.) Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assesment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3.) Responsive. Assesment task require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks repsond to pedagogical directives, lists of criteria, outlines and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of chartsor graphs. Under specified conditions, the writer begins to exercises some freedom of choice among alternative forms of expressions of ideas. The writer has mastered the fundamentals of sentence level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form focused attention is mostly at the discourse level, with a strong emphasize on context and meaning.

4.) Extensive. Extensive writing implies succesful management of all the process and strategies of writing for all purpose, up to the length of an eassy,

a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

2.2.1.3 Micro and Macro skills of Writing

Brown (2014:220-221) points out some micro and macro skills of writing. The micro skills refer to producing the basic skills of writing, such as forming letters, words, or simple sentences. The micro skills are as follows.

- 1.) Produce graphemes and orthographic patterns of English.
- 2.) Produce writing at an efficient rate of speed to suit the purpose.
- 3.) Produce an acceptable core of words and use appropriate word order patterns.
- 4.) Use acceptable grammatical systems (e.g., tenses, agreement, pluralization), patterns and rules.
- 5.) Express a particular meaning in different grammatical forms.
- 6.) Use cohesive devices in written discourse.

Besides, the macro skills refer to producing a text at or beyond the discourse level that is producing a meaningful text. The macro skills of writing are as follows.

- 1.) Use the rhetorical forms and conventions of written discourse.

- 2.) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3.) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- 4.) Distinguish between literal and implied meanings when writing.
- 5.) Correctly convey culturally specific references in the context of the written text.
- 6.) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Teaching writing means teaching the micro and macro skills of writing as well. Therefore, the teacher should provide activities and materials which cover those micro and macro skills in order to make the students come to the productive stage, producing a text, without finding great difficulties.

The explanation above can be concluded that we have to know these components when we want to make good writing. That is organization, content, grammar, punctuation and style. The importance of rules and components of writing is needed to make readers understand our writing, so that our writing has meaning.

2.2.1.4 Analytical of Writing Test

Based on Brown (2004: 244), In analytical scale for assesing composition tasked there are five aspects for analytic, they are Organization (Introduction, body and conclusion), Logical development of ideas (content), Grammar, Punctuation (spelling and mechanic) and Style and quality of expression. From the explain above, it is the explain about five aspects of analytical scale. Merriam Webster Dictionary(2020) organisation is the condition or manner of being organized. punctuation is the act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units. Grammar is a system of rules that defines the grammatical structure of a language.Organisation is the condition or manner of being organized. Punctuation is the act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units. Mechanics is functional details or procedure. Style and quality of expression is the quality or fact of being expressive. Based on Oxford Learner's Pocket Dictionary fourth Edition (2008), spelling is say or write the letters of a word in the correct order. In addition, D.G. Jerz at Seton Hill University (2019), Logically developed of ideas means that the ideas in your paper, the way you support these ideas and the connections you make between ideas make logical sense.

2.2.2 Narrative Text

In this part, the researcher discusses about the definition of Narrative Text, The Type of Narrative Text, The Generic structures of narrative text and The language feature of narrative text.

2.2.2.1 Definition of Narrative Text

Based on English subjects that taught in various schools, the text is divided into various kinds. They are narrative text, recount text, procedure text and etc. Here the researcher emphasizes the explanation of narrative texts based on the experts.

Experts define it in various ways. According to Hartono, Rudi (2017:29) Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Based on Mislaini (2015: 3) Narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.

Herlina (2012: 149) stated that Narrative text is a text which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, character, events and how they relate.

Sadler, R.K (2000: 24) stated that narrative text is short story like myths and legends, because they are concerned with the telling of events.

Other example of narrative texts are novels, parables, ballads, cartoon strips and picture books.

From the definitions above, the researcher concludes that the narrative text is the text that tells stories that happened in the past by using chronological order and sequence of events to entertain the reader.

2.2.2.2. The Generic structure of narrative text

In writing narrative texts, students must know the generic structure of narrative texts. Narrative texts usually have five main parts: orientation, evaluation, complication, resolution and reorientation. According to Soeprapto in Nuzhatun (2016 :2), the generic structures of narrative text are :

1. Orientation: Orientation is the beginning of the story. It is defined as stage where characters, setting and time are established.
2. Complication: Complication is a period when a crisis arises.
3. Resolution: Resolution is where the crisis of the story is resolved.
4. Re-Orientation: Re-orientation is the final conclusion of the story.
(Optional)

2.2.2.3 Kinds of Narrative text

Joyze and Feez (2000: 57) stated that narrative writings are divided into two kinds: (1) Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing. (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels,

etc. The main purpose of this fiction is to amuse or sometimes to teach moral lessons.

