

II. FRAME OF THEORIES

This chapter presents frame of theories related to the research problem. Therefore, a number of relevant topics are reviewed here; they are teaching of writing, concept of writing, components of writing, teaching narrative text writing, concept of narrative text, concept of paragraph, concept of paragraph puzzle and paragraph puzzle in teaching of narrative text writing.

2.1 Concept of Writing

Linderman (1982:11) states that writing is a process of communication which is used a conventional graphic system to convey a message to readers. In this process, in order to have skill of writing, one should know the steps of arranging letters, words, sentences, paragraphs by using knowledge of structure and some other related to elements. Linderman (1982:27) also defines that writing is process of communication which conveys the meaning to the reader or receiver. Similarly, Lado (1964:143) states that to write means to put down the graphic symbols that represent a language one understands so that others can read those graphic representations. In connection with the explanation above, Webster (1982:264) says that writing is the act of forming letter on stone, paper, word or other suitable media to record the ideas which characters and words express or to communicative the ideas by visible signs.

Based on the statement above, in writing process, the students not only should practice but also follow the class activities, such as making composition or making a note. In short, writing is one of the ways to express the thoughts.

2.2 Teaching of Writing

Brown (1987:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. While in relation to the teaching of foreign language, Lado (1959:125) states that simply the goal of teaching foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement. Raimes in Reid says that teaching writing is a unique way to reinforce learning. it means teaching writing is very important in order to build students' language skills. A writing teacher should have known what problems, faced by students along the process of writing. So, he or she can search the appropriate way to overcome the writing problem in writing class.

In addition, Arropof (1989:129) states that learning to write does not just learning to use orthographic symbol, but primarily how to select and organize experience according to certain purposes. It follows that teaching to write is different in every important way from teaching to speak to teaching to use grammar. Purposeful selection and organization or experiences require active thought.

Another important thing to consider is that the students should exercises themselves to practice their writing in order to become accustomed to writing correct narrative text. In practicing their writing, they have to follow the steps to make their writing more effective. Besides, feedback or correction is one of the important things in the procedures of writing.

According to Edelsein and Pival (1988; 11) in Elly (2008; 21) there are three steps of writing.

These steps are used to make the writing more effective, they are:

- 1) Pre-writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas.
- 2) Writing denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraphs. And so on.
- 3) Re-writing concerns with evaluating her or his writing, deals mainly with:
 - a. Correcting the content of form.
 - b. Correcting the vocabularies, punctuation, and grammar.
 - c. Correcting writing errors, word duplications and omission.

In conclusion, teaching writing is an effort of the language teacher to build students' ability about writing using various media and techniques in the hopes that it can stimulate their ideas to appear. In pre-writing, it requires us to choose what is our topic or information to be written in our writing, writing of drafting which require us to make use of the information we have gathered in the first step and to recognize the information in sentences, and the last is re-writing which deals with the correction of what we have written in the draft in order to make our writing good and communicative. Teaching writing is not such easy task; the teacher should be able to guide his or her students to pour out their ideas orderly in written form by considering the elements of writing. Teaching also forces the teacher to be more creative in finding the teaching or effective material for writing class.

2.3 Types of Writing

According to Kytles (1974:27), there are four types of writing, they are as follows:

1. Descriptive text of writing

It is used to make the reader see, describe a verbal picture. Here, he describes his impression of an object or an event into words.

2. Narrative type of writing

It is used to relate sequential events and person frequently is involved in the events.

3. Explanatory type of writing

It is used to explain something to the reader, often in explanatory writing, the writer breaks the ideas into its parts of component.

4. Argumentative type of writing

It is used to convince the reader, i.e. the writer tries to persuade the reader logically as either describes, narrates or explains appropriate details to the reader.

Referring to explanation above there are four types of writing according to Kyle. But this research only focuses on narrative text writing because according to guidelines of educational unit level curriculum/KTSP, students in second year of junior high school have to be able to write narrative text in correct order.

2.4 Components of Writing

Writing is a complex language skill which has some components, such as content, spelling, punctuation and grammar (Treanor, 1967; Christ, 1968). In addition, Madsen (1983: 120) classifies writing into four components, as follows:

1. Mechanics include capitalization (notable at the beginning of sentence), punctuation, spelling, (notably for more than one misspelling of the same words).

2. Grammar would include basic materials that have been taught (at least matter as sentence sense, verb tense, and word order).
3. Organization is larger element of writing that deals with the content writing (introduction, body, and conclusion).
4. Vocabulary choice is the range of vocabulary which is chosen in writing.

However, Harris (1979:68-69) states that writing contains five components, namely:

1. Content is the substance of writing; the expression of the main idea (unity).
2. Form is related to the logical organization of the content (coherence).
3. Grammar is related to the usage of the correct grammatical form and syntactic patters.
4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.
5. Mechanics is concerned with the use of graphic convention of the language.

Referring to statements above, the researcher prefers to choose Harris's statement because based on the researcher's opinion. Harris (1979:68-69) states that writing contains five components, namely: Content, Form, Grammar, Style and Mechanics. It makes the researcher easier to be used as guide to give score for students.

2.5 Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words of sentences. Derewianka (1992:17) said that text is any meaningful stretch of language – oral – written. Not all texts are the same. One factor, which accounts for differences in texts, is the purpose for which the text is being used. Texts are structured in different ways to

achieve their purposes. The purposes of narrative, take for example, is to amuse, entertain the reader and it deals with problematic events which lead to a crisis. The structure of such of a text would typically move through the following stage:

- Orientation : introduces the participants (character, time, and place)
- Complication/crisis: a crisis as a problem arise
- Resolution : a solution to the problem (for better or for worse/happy or sad)
- Coda/re-orientation: it is optional. There is moral value.

We can refer to this as the schematic (generic structure) of the narrative text. When we look at how the schematic structure of a text helps it to achieve its purpose, we are considering its genre (genre refers to particular texts types). The genre of a text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways (Derewianka: 18). Besides that, texts differ not only in term of their purpose (genre) but they also differ according to particular situation in which they are being used.

2.6 Concept of Narrative text

Procter (1982:38) defines narrative as a story telling or describing an event or events in order. He also defines paragraph as division of written or printed place made up of one or more sentence, of which the first word is set a little inwards to the right of new line. Therefore, narrative paragraph writing is a kind of writing paragraph process that describes an event or events chronologically.

Kytle (1974:38) defines narrative as story telling which has a relation with an event or sequence of events. In fact, Kytle added that in a simple narrative text, the author merely recounts event

generally in the order in which they happened. It usually involves description, which set the scene for the action and when there are characters, helps us to visualize them. Meanwhile, Aldestein and Pival (1988:57) also supported the previous opinion. They stated that narrative text is usually involving time that shows speaker thought; indicating the passage of time; making a smooth transition; and adding descriptive materials. In accordance with that, narrative must be concise and somehow enhance the subject including only details and actions that are relevant. Furthermore, Ebbit and Ebbit proposed that narrative means telling what happened. The activities covered are: reporting only what the writer could see and hear about, while the event was taking place. In presenting the development of the ideas, the writer should adopt chronological arrangement typical of narrative and also explain of how things works and grow (Ebbit and Ebbit, 1978:72).

There are many types of narrative according to Corder (1979:326). Corder defines narrative writing as writing that records a sequence of events he states that the forms of events or example of them are as follows:

- a). in personal writing : autobiography, family story, diaries, letter, personal reminisance, anecdotes, letter to editor, regional history, or travel writing.
- a) In referential writing: historical writing, letters of information, background studies, critiques, social/cultural commentary, process explanations, instructions, progress reports, or biography.
- b) In active writing: committee reports, historical writing, or legal writing.

Social function or communicative approach of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. To achieve its purpose, the narrative text will move through a different set of stages:

- Orientation: sets the scene and introduces the participants.
- Evaluation: a stepping back to evaluate the plight.
- Complication: the crisis arises.
- Resolution: the crisis is resolved, for better or for worse.
- Re-orientation: optional

The stages above are the generic structure/text organization of the narrative genre.

Beside generic structure, narrative text also has language features (lexicogrammatical features).

The following are the language features of narrative text:

1. Focus on specific and usually individualized participants.
2. Use of material processes (and in this text, behavioral and verbal processes).
3. Use of relation processes and material processes.
4. Use of temporal conjunctions.
5. Use of past tense.

2.7 Teaching Narrative Text Writing

As an international language, English are also taught in Indonesiaas a foreign language. The goal of English language teaching in Indonesia, as stated in curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching learning at Junior High School is that the students

must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level 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 also 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 way of communications with others. A good written story lets your readers respond to some events, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it happen for them. Moreover, because narration often engages reader's emotion so powerfully it can play a large role in other types of writing. To figure problems out, I will use narrative text in improving writing, students can feel more relaxed in learning writing lessons and it will be easier for them to produce narrative texts.

2.8 Concept of Paragraph

A paragraph is a basic unit or organization in writing in which a group of related sentences develop one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly (Oshima and Hogue, 1981:3).

According to Oshima and Hogue, (1981:44) a paragraph should be in unity and coherence. Unity means that a paragraph discusses only one main idea. The main idea is stated in the topic sentence and then every supporting sentence must directly explain or prove the main idea which is stated in the topic sentence. Coherence means that a paragraph is very easy to read and to understand because (a) the supporting sentences are in some kind of logical order, and (b) the ideas are connected by the use of appropriate transition signals/markers.

From the previous theories above, it can be concluded that paragraph is created to explain or prove the main idea. So, Paragraph should be built well in order to make our writing readable, understandable and interested for readers.

2.9 Concept of Paragraph Puzzle

Manka (1996: 38) states that organizational logical order is an activity of writing in which the writers are arranging words in a sentence or arranging sentences in paragraph.

Nation (1989: 79) mentions that learners are given sentences with the words in wrong order. They must rewrite them putting the words in correct order, by giving them help if the word begins with a capital letter, if there is a picture which shows the meaning of the sentences. It means that not only the words but also the sentences can be given to the students in wrong order.

Paragraph puzzle is a versatile activity which challenges students to use a variety of skills such as identifying main idea/topic sentence, organizing sentences in a logical order, eliminating

irrelevant information, combining sentences to improve structure, and proofreading for errors in grammar, mechanics, and spelling. The activity can be tailored to specific skills being taught or to areas where students are experiencing difficulties.

On this research, the researcher makes use of puzzle as one way to help the students in increasing their narrative text writing because the writer believes that puzzling can make them easier to write since it gives points to be written in their writing. So, they can increase their writing more easily.

2.10 Relation between Narrative Text Writing and Paragraph puzzle

A narrative text tells a story. It has character, setting, and action. The character, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. In narrative text, the writer explains to others something that happened. Oshima says that narrative text describe a sequence of events or tells a story; in order words, narrative describes an experience. For example, fairy tales or personal experience of a particular incident which happened to a person. To be clearer, here is the example of narrative text that reflects the organization of Narrative text:

The boy who cried “Wolf”

Orientation:

There was once a shepherd-boy who kept his flock a little distance from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might. “ Wolf! Wolf! Come and help! The wolves are at my lambs!”

Complication

The kind villagers left their work and ran to the field to help him. But when they got there boy laughed at them for their pains; there was no wolf there. Still another day the boy tried the same trick, and the villagers came running to help and got laughed at again.

Resolution

The one day a wolf did break into the fold and began killing the lambs. In great fight, the boy ran to help. “Wolf! Wolf!” he screamed. “There is a wolf in the flock! Help!”. The villagers heard him, but the thought it was another mean trick; no one paid attention, or went near him. And the shepherded-boy lost his sheep.

From the example and the definition above, narrative text is a text telling sequence of events or experience in accordance time or chronological order and it actually contains at least one climax. In addition, a narrative text actually uses the transitional signals such as meanwhile, then on the next day, after that, etc. in order to make the ideas flow smoothly.

Mean while, Manka (1996: 38) states that organizational logical order is an activity of writing in which the writers are arranging words in a sentence or arranging sentences in paragraph. So, the students must rewrite them putting the words in correct order, by giving them help if the word begins with a capital letter, if there is a picture which shows the meaning of the sentences. It means that not only the words but also the sentences can be given to the students in wrong order. So in this research, the researcher want to assume that relation between narrative text and paragraph puzzle is to consider that arranging jumbled sentences into correct order can make students easier to write since it gives points to be written in their narrative text writing. Thus, the

researcher choose paragraph puzzle which is a versatile activity which challenges students to use a variety of skills such as identifying main idea/topic sentence, organizing sentences in a logical order, eliminating irrelevant information, combining sentences to improve structure, and proofreading for errors in grammar, mechanics, and spelling.

It is clear that paragraph puzzle can be used as teaching technique in order to make the narrative text writing lesson more interesting and to encourage the students' motivation in learning written English actively. This technique serves to increase the students' attention to the lesson material.

2.11 Process of Teaching Narrative Text Writing through Paragraph Puzzle

There are some processes of teaching narrative text through paragraph puzzle which use arranging jumbled sentences into good paragraph, they are as follows:

1. The teacher divides students in to small groups
2. The teacher gives each small group an envelope with sentence strips
3. The teacher asks the students to arrange the sentences in the best order to create the best paragraph.
4. The teacher asks the students to find the one sentence that does not belong because it is irrelevant. Pull it.
5. The teacher asks the students to find the mistakes in the sentences and be ready to talk about them.

(*Bearly* should be *barely*; *their* should be *there*; *It's* should be *Its*)

6. The teacher talks about the following things:
 - Which sentence didn't belong

- Topic sentence
- Order of the other sentences
- Mistakes they found

7. The teacher asks if there is anything they like about the way the paragraph is written? What pairs are good and why?
8. The teacher talks about what needs to be changed to improve it. (Sentences are obviously choppy.)
9. The teacher shows the transparency which lists some things to do in revision. Have participants revise the original paragraph according to the directions.
10. The teacher asks the students to rewrite their revised paragraph on chart paper to share with the large group.
11. The teacher chooses some specific revisions to have the small groups do and have them share revisions with the large group. The transparency lists the following revisions:
 - a. Combine the first and second sentences to form a compound sentence.
 - b. Combine the three sentences that are on yellow paper into one sentence. You may add and remove words. (Those sentences are as follows: Fog had covered the valley. I could barely (sp) see. Their (sp) in the distance I saw a river.)
 - c. Choose some other sentences to combine to improve structure.
 - d. Change the verbs **saw** and **remains** to sharper verbs.
 - e. Create a title that will arouse a reader's interest.
 - f. Decide how this might be broken into two paragraphs and whether the writer would need to add any additional information.

12. The teacher Closes by asking the participants to share other ideas they have for modifying this activity for other uses.

In doing these steps, the teacher should be able to concentrate in her performance because it can influence the teaching learning achievement. If the students' score are higher than before the treatment, it means that the technique is effective. And it means that it can be conducted to increase students' writing ability and improve teacher's performance. The following is the example of the material that is presented through arranging jumbled sentences into a good paragraph.

Direction:

Rearrange the following jumbled sentences into good paragraph.

Our vacation

We chose backpacking in the wilderness.

We wanted to do something different on our vacation last summer.

I carried my own pack.

We walked the entire distance with packs on our backs.

It weighed 50 pounds.

On the second day, we came to a lookout tower.

The trail was steep and hazardous because it had once been an old logging road

I climbed it.

Fog had covered the valley.

Their in the distance I saw a river.

I could bearly see.

It's crystal clear water sparkled even in the misty haze.

To this day, that foggy view remains in my memory.

LookIt's crystal clear water sparkled even in the misty haze.

out towers are often made of metal so that they won't burn.

From this example, the students are hoped to be able to arrange them into good paragraph. It means that their composition must be in correct order.

The correct order of the paragraph

Paragraph Puzzle Sentence Sample

We wanted to do something different on our vacation last summer. We chose backpacking in the wilderness. We walked the entire distance with packs on our backs.

I carried my own pack. It weighed 50 pounds. The trail was steep and hazardous because it had once been an old logging road. On the second day, we came to a lookout tower.

I climbed it. Fog had covered the valley. I could bearly see. Their in the distance I saw a river. It is crystal clear water sparkled even in the misty haze.

To this day, that foggy view remains in my memory.

Sentence that does not belong:

Lookout towers are often made of metal so that they won't burn.

Misspelled words and incorrectly used words:

bearly, their, It's

2.12 Theoretical Assumption

Writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. In the process of learning the most important is how the students are able to write well. They need to practice writing frequently and also they have to know how to write well.

In writing there are five aspects of writing that students need to consider. They are content, organization or form, vocabulary, grammar and mechanics. But the researcher only focuses three aspects; they are content, organization or form and mechanics. Because in paragraph puzzle already have correct grammar and appropriate vocabulary in each sentences. That is why the researcher only used three aspects to score. Paragraph Puzzle is a technique in teaching and learning that can help the teacher to teach writing to the students and motivate to make paragraph in writing.

The writer assumes that Paragraph Puzzle enables the students to write narrative text more easily because it helps them to organize the events in chronological order. Paragraph Puzzle is a good technique to be used in teaching writing narrative text in order to increase the students' ability in writing narrative text.

2.13 Hypothesis

Referring to the theories and the theoretical assumption above, the hypothesis of the research is formulated as follow:

Paragraph puzzle can be used to increase students' narrative text in writing ability