

II. LITERATURE REVIEW

This chapter provides explanation related to the theories used in this study, such as the theory of writing, narration, paragraph, including the criteria of good paragraph, and narrative writing.

2.1. Writing

Writing is considered as the most difficult skill to be mastered in English. Here, it will be provided some definitions of writing according to experts. Bryne (1979) in Özbek (1995), states that writing is transforming our thoughts into language. It means that when we want to write we think first and then put our thoughts in written form.

As an addition to Bryne's statement, Nik (2010) states that writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. This highly demanding process of writing requires a number of skills and conventions like organization in the development of ideas and information; a high degree of accuracy in choosing the right words so there is no ambiguity of meaning and also the right use of complex grammatical devices to focus and emphasize ideas. Besides, writing demands the writer to have careful

choice of vocabulary and understand grammatical patterns and to be able to write sentence structures that is appropriate to the subject matter.

Moreover, writing can be somehow easier compared to speaking from learners' point of view. It is proposed by Harmer (1998: 79) who states that writing can be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. It is because some students are fantastically quick at picking up language just by looking and listening. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners.

There are four basic modes of writing according to Geysler (2007:18) that are explained as follow:

a. Persuasive Writing

The primary purpose of persuasive writing is to use language in order to influence others to do or believe what the writers want them to. This may be done by providing supporting evidence, appealing to the reader's emotions, using rhetorical techniques, repeating for emphasis, using alliteration and so on. Here is an example of persuasive paragraph:

Immigration

Immigration contributes to the overall health of the American economy. Despite recent concerns related to the costs created by illegal and some legal immigration to the United States, this country has largely benefited from the skills, talents, and ambition that immigrants bring with them. American businesses gain from a good source of affordable labor, while town and cities are revitalized by immigrant families who strengthen communities through civic participation the generation of new economic activity. The United States must continue to welcome new arrivals and help those who already here; otherwise, the country will lose the advantages it has over other industrialized countries who compete against

us in the global marketplace and seek to recruit from a vast pool of unskilled and skilled global workers.

(Source: Learn American English Online)

b. Narrative Writing

The primary purpose of narrative writing is to attempt to describe a personal experience or happening in the form of a story. This is concerned with the plot, themes, setting, atmosphere and characters. To make it clear, an example of narrative text is given below:

Queen of Arabia and Three Sheiks

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

(Source: Media Belajar Bahasa Inggris)

c. Descriptive Writing

The primary purpose of descriptive writing is to either describe a person, a place or an event in such a way as to enable the reader to see and feel what you are describing. This can be done by using clear and vivid details. This may be effective-

ly done by referring to the five senses of sight, sound, touch, smell and taste. Here is an example of descriptive text:

My House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

(source: Englishindo.com)

d. Expository Writing

The primary purpose of expository writing is to give or provide information in the form of either an explanation or by giving directions. Below is an an example of expository paragraph:

All toilet flush tanks work about the same. When the toilet is flushed, the trip handle lifts the tank ball, opening the outlet and letting water flow into the bowl. When the tank is nearly empty, the ball falls back in place over the outlet. The float falls with the water level, opening the water-supply inlet valve just as the outlet is being closed, and the tank is refilled through the filler tube. Water also flows through the bowl refill tube into the overflow pipe to replenish trap-sealing water. As the water level in the tank nears the top of the overflow pipe, the float closes the inlet valve, completing the cycle.

(source: Reader's Digest *Complete Do-it-yourself Manual* in Learn American English Online)

From the definition and explanation from the experts above, it can be concluded that writing is transforming ideas into a paper which requires a number of skills and conventions like organization of ideas and information, accuracy in choosing the right words, and the right use of complex grammatical devices.

2.1.1. Process of Writing

In writing, there are some processes involved. According to Reid (1994:30-78), the processes of writing are including pre-writing and drafting, peer feedback, and revision. The explanations are as follow:

1. Pre-Writing and Drafting

“Pre-“ means before; pre-writing means the work done by the writer before the paragraph is actually written. Pre-writing strategies include the decisions made and the steps taken (whether written or not) before writing a draft of a paragraph.

Three major decisions made before beginning:

- a. Choose a subject that the writer knows about and are interested in
- b. Choose an audience: elementary school children? A university professor?
- c. Decide on a purpose: what, exactly, do the writers want to communicate?

2. Peer feedback

With the small group of classmates who are the audience, students read two paragraphs which are not their own. After reading the paragraphs, students discuss

them with their peers. Students can ask for their suggestions to improve their paragraph, and offer suggestions for them.

3. Revision

Successful writing requires many decisions and many steps. One important step is revision: re (again) + vise (look) = look again. Looking again at writing may result in changes that will improve paragraph. Having friends, classmates, or teacher look at students' writing may result in good advice that will improve their writing. For these reasons, most experienced writers often write several drafts of a writing task before they are satisfied with their work.

Revision is an important part of learning to write well because it allows writers to

- a. discover new and better ways to present and support ideas
- b. consider and reconsider the purpose and audience for the writing task
- c. identify strengths and weaknesses in the writing
- d. solve problems (organizational, grammatical, mechanical) in the writing

2.1.2. Aspects of Writing

In writing there are some aspects or components to be considered. According to Jacobs et al. (1981) in Reid (1993:235-237), the components of writing are content, organization, vocabulary, language use, and mechanic.

a. Content

Content refers to substance of writing, the experience of main idea (unity), i.e. groups of related statements that a writer presents as unit in developing a subject.

b. Organization

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. It refers to the arrangement of the sentences so that the paragraph can flow smoothly.

c. Vocabulary

Vocabulary refers to the selection of words which is suitable with the content. Choosing the right words can lead the readers to better understanding of the text.

d. Language use

The language use refers to the use of grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

Mechanics refers to all the arbitrary “technical” stuff in writing: spelling, capitalization, use of numerals and other symbols, etc.

2.2. Narration

Narration is one of text types that should be learned by the students. It also has been included in the 2013 Curriculum especially for second grade students. Smalley and Ruetten (1986: 24) state that narration is one of types of writing that requires chronological development. It means that in writing narration we need to arrange our ideas into sequence of time. To tell an experience, a writer needs to write it from the beginning until the end based on the order of that experience occurs.

Bushel (2004) as cited in Evita (2011) explains about the definition of narrative paragraph that is a paragraph that describes an event or a series of events, feeling or experience whether real or fictitious in story form or in the order the details of the event happened. In other words, the logical arrangement of ideas or sentences in narrative paragraph writing is chronological based on time order.

Narration usually refers to the telling of a story, the term is used here to describe the relating to an experience. The experience may be in the past (past narration), or it may be a typical experience (what people usually do), or it may be going on now (present narration). Siahaan and Shinoda (2008:73) state that narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

Derewianka (1990:40) explains that the term orientation refers to the introduction part of a narrative where the writer set the background of the story. In the orientation, the writer introduces the characters of the story, gives information about the setting in terms of time and place and creates a particular atmosphere to make the readers interested in the story. Derewianka (1990:42) also states that the term complication refers to the problem that arises in the story and the term resolution refers to the way the problem or the complication is resolved.

2.3. Paragraph

We can not separate writing from paragraph because in writing one paragraph usually consists of one idea. Therefore, a writer will not be confused about how to put some ideas in writing because he can put different ideas in different paragraphs. Smalley and Ruetten (1986:3) state that paragraph is simply defined

as a group of sentences and that the first sentence of this group is indented; that is, it begins a little bit more to the right of the margin than the rest of the sentences in this group but it is not enough to say that a paragraph is a group of sentences.

Furthermore, Smalley and Ruetten (1986) propose some criteria that a group of sentences can be called as a good paragraph. Those criteria are explained as follows.

a. The Topic of a Paragraph

To begin with, a paragraph may be defined as a group of sentences that develops one main idea; in other words, a paragraph develops a topic. A topic is basically the subject of the paragraph; it is what the paragraph is about. After all, for most practical purposes the paragraphs will range in length from about seven to fifteen sentences.

b. The Topic Sentence

The topic of the paragraph is usually introduced in a sentence; this sentence is called the *topic sentence*. The topic sentence can do more than introduce the subject of the paragraph. A good topic sentence states an idea or an attitude about the topic as well. This idea or attitude about the topic is called the *controlling idea*; it controls what the sentences in the paragraph will discuss.

c. Support

After taking notes and formulating a controlling idea about the topic, the next step is to extract from the notes the material can be used to develop the paragraph. This material will be used as a support for the opinion or attitude expressed in the topic sentence. It serves to back up, clarify, illustrate, explain or prove the point made in the topic sentence. Basically, support comes from

the information used to arrive at the view have been expressed in the topic sentence.

d. Unity

Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to or develop that idea, it is irrelevant and should be omitted.

e. Coherence

A coherent paragraph contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. Smooth flow refers to how well one idea or sentence leads into another. It can be achieved through sentence combining and through the use of certain expressions, called transitions, which provides the links between ideas. Some transitional expressions include for example, to begin with, in contrast, however, also, and so on.

2.4. Teaching Writing

In teaching English, there are four skills to be taught namely listening, speaking, reading, and writing. Writing as the last skill to be achieved is somehow considered difficult by the students. According to Negari (2011) learning to write is difficult especially for those writing in a second or a foreign language in academic contexts since they do not know enough about how to generate ideas for writing. As effective writing is considered to be a problem for EFL learners, a need is felt to find out some ways of teaching that can help learners improve their writing performance.

Teaching, according to Amidon (1967), is defined as an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity.

Based on the statements above, it can be inferred that teaching writing is an interactive process between teacher and pupil to be able to transform their ideas into a paper which requires a number of skills and conventions.

2.5. Guiding Questions Technique

According to Bramer and Sedley (1981:24) asking and then answering questions is a good method to discover details of experience. So, giving questions to the students is expected to stimulate students' thoughts and they can compose the paragraph by answering the questions given to them. So that, the students can write well because they were guided by the questions and this activity is called guided writing. Geysler (2007:16) states that guided writing is an extremely useful way to prepare students for a writing task. Furthermore, Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. The directions are given by giving some questions related to the topic.

Moreover, Traver (1998:70) stated that a guiding question is the fundamental query that directs the search for understanding. Moreover, he also proposes some characteristics of guiding questions. Knowing their characteristics is an important step toward including them in disciplinary and interdisciplinary curriculums.

- a. Good guiding questions are open-ended; yet focus inquiry on a specific topic.

- b. Guiding questions are nonjudgmental, but answering them requires high-level cognitive work, such as the development of a rich description, model, evaluation, or judgment.
- c. Good guiding questions contain emotive force and intellectual bite.
- d. Guiding questions are succinct.

Below are the examples of guiding questions along with the paragraph might be made of them.

1. Who were the characters?
2. When was the story begun?
3. Where did the story take place?
4. What were the events in the story?
 - what happened first?
 - what happened next?
 - what happened last?
5. Why did it happen?
6. How did the character(s) feel after that experience?

A Bear in Shenandoah National Park

It was nearly dark when my two brothers and I arrived at the Ranger Station in the Shenandoah National Park. As the ranger was issuing us our camping permit, he warned us to be careful of bears. After we had put on our hiking boots and adjusted our backpacks, we set off down the nearest trail with only a flashlight to guide us. While we were tramping through the forest, we heard many strange noises. As soon as we arrived at a small clearing, we began to set up camp. I held up my flashlight while my brothers were setting up the tent. I noticed that the light was getting dimmer and dimmer; apparently the batteries were going dead. Soon, I could hear my brothers snoring and I could see the faint shadows of the forest as the moon began to rise. Just as I was about to fall asleep, I heard a strange scratching noise outside. I suddenly remembered the ranger's warning about bears. I woke my

brothers up. My oldest brother grabbed the flashlight, but the batteries by then had gone dead. Suddenly we heard a loud grunt. Upon hearing this awful sound, we all scrambled out of the tent and took off running as fast as we could, screaming for help. Exhausted, we finally reached our car near the station, jumped in, and took off. We never did return for our gear. In fact, after the scary experience, I have never gone camping again, and I do not think I ever will.

(this narrative paragraph is taken from Refining Composition Skill by Smalley and Ruetten).

The explanation on which sentences answer which questions is explained as following. The question number one about who the characters were is answered in the first sentence “It was nearly dark when my two brothers and I arrived at the Ranger Station in the Shenandoah National Park.” This sentence also answers the second question about when the story was begun and third question about where the story took place. The beginning of the story mostly talks about the setting of the story and the characters.

The third question asks about the events in the story. What the characters did first is answered in the next sentences “As the ranger was issuing us our camping permit, he warned us to be careful of bears” until the sentence “Soon, I could hear my brothers snoring and I could see the faint shadows of the forest as the moon began to rise.” This part of paragraph talks about the opening of the story. It is to catch readers attention and arouse their interest about what will happen next.

The next part of paragraph answers the question about what happened next. The sentence “Just as I was about to fall asleep, I heard a strange scratching noise outside” until “Suddenly we heard a loud grunt” are the climax of the story. It is the main event where the readers know the outcome of the action.

What happened last is answered in the following sentences. “Upon hearing this awful sound, we all scrambled out of the tent and took off running as fast as we

could, screaming for help. Exhausted, we finally reached our car near the station, jumped in, and took off. We never did return for our gear.”

The characters got that experience because after the ranger had warned them about the bear, they still did camping instead. It is explained in the sentence “I suddenly remembered the ranger’s warning about bears”. Actually the whole paragraph indirectly leads the readers to the answer of the question why it happened to the characters.

The last part of paragraph tells the readers about how the characters felt after experiencing the situation. It is written that “In fact, after the scary experience, I have never gone camping again, and I do not think I ever will.”

2.6. Theoretical Assumption

Writing is considered as the most difficult skill in learning English. Therefore, a suitable technique is needed to make the students easier in learning this skill. One of the techniques that can be used to achieve the goal is guiding questions technique. This technique is expected to help the students to generate their ideas by answering some questions and they would feel easier in writing. Therefore, it is assumed that guiding questions technique can be used to increase students’ writing skill in narrative.

2.7. Hypotheses

The hypotheses proposed to be formulated in this research are as follows:

H_0 : There is no significant increase of narrative writing achievement of second grade students of SMAN 1 Belitang after being taught by using guiding questions technique.

H_1 : There is significant increase of narrative writing achievement of second grade students of SMAN 1 Belitang after being taught by using guiding questions technique.