

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

##### 2.1.1 The Concept of Writing

Writing is a way to produce a language like when you speak naturally (Meyers, 2005). Writing is an activity that can represent thoughts or feelings, which can be expressed through writing. Writing is part of learning a foreign language, which will guide students to know how to write following the structure, spelling, and how to write properly. Writing is a form of indirect interaction that relays information to others. (Harmer, 2006).

Writing is a mental procedure that requires the writer to create ideas rather than simply come up with fascinating topics to write about. Furthermore, English is a challenging topic (Fitria & Monita, 2022). Students must be able to find and develop ideas and produce them in written form through the correct procedures. According to Dewi (2021) Writing is a challenging talent that requires articulating thoughts in phrases and paragraphs to transmit each writing piece to readers. In writing class, students learned how to express themselves via written language. It is a skill that allows people to communicate thoughts in sentences and words with the whole body of the part. It is the process of the writer expressing their thoughts and ideas through terminology and structure to combine those concepts into a coherent whole for communication.

Based on the theories above the researcher concludes that Writing is a crucial aspect of language learning, allowing students to express thoughts and feelings through writing. Writing involves putting ideas into words and combining them into sentences in paragraphs. It is a thinking process where the writer must develop ideas, not just think of interesting ones. Writing allows people to communicate thoughts in sentences and words, expressing their thoughts through terminology and structure, and combining concepts into a coherent whole.

##### 2.1.2 Purpose of Writing

Every part of writing has a purpose. All writing, even basic ones like advertisements, aims to persuade the reader to buy the advertised goods. Furthermore, educational writing aims to demonstrate the writer's understanding and

critical thinking ability rather than brag about how much knowledge the writer has about the topic matter under discussion. Persuasion, analysis/synthesis, and information-gathering are the three main goals of writing(Whitaker, 2009).

a) Persuasive Purpose

Persuasive writing seeks to persuade readers to agree with the writer's viewpoint on the issue at hand. When writing persuasively, the author will choose one solution to the targeted problem. Before the readers may accept the writer's perspective on the subject, the writer must conclude the response with a rationale and supporting details.

b) Analytical Purpose

The purpose of analytical writing is to show and assess various solutions to the writer's inquiry, with the best responses chosen depending on the writer's standard. Analytical writing frequently explores causes, examines consequences, assesses efficacy, evaluates problem-solving methods, connects disparate concepts, or analyses the arguments of others.

c) Informative Purpose

The purpose of informative writing is to provide readers with fresh knowledge about the topic.

### **2.1.3 Process of Writing**

According to Langan (2010), the writing process involves the following steps: prewriting, writing the first draft, revising, and editing

a) Prewriting

The most difficult aspect of writing for a writer is starting. The writer should examine an engaging issue and have useful thoughts to convey to readers about the facts.

b) Writing a First Draft

In this step, the writer should get ready to include any new information or details that did not surface during the pre-writing phase. Don't be afraid to make mistakes in grammar, punctuation, or spelling. The writer does not need to devote additional effort to correcting words or sentences that should

be eliminated. Rather, the writer's goal is to explicitly explain the essay and offer several particular facts about its subject.

c) Revising

Revising refers to rewriting a paragraph or essay based on what was previously written to strengthen it. There are some basic tips to assist the writer make changes easier. First, save the first draft for a while. Reading the paper aloud and listening to how the text sounds will assist the author in identifying faults in meaning or writing style. Finally, add any comments and adjustments above the lines or in the vacant spots.

d) Editing

Edit is the final step in the writing process. Check and repair any language, punctuation, usage, or spelling mistakes in the text. It is important to note that correcting sentence structure issues can improve mediocre writing and assist in maintaining a high level of good essays.

#### **2.1.4 Teaching Writing EFL Classroom**

According to (Harmer, 2006), reasons to teach writing for English as a foreign language students consist of encouragement, language growth, learning style, and, most crucially, writing as a skill in and of itself. It means that there are four reasons for teaching writing based on Harmer (2006). The first is writing for encouragement, which implies that after learning a new language, students attempt to strengthen it by writing sentences in the new language. The second reason is writing for language development, which indicates that writing helps students improve their English as a foreign language. Thirdly, writing for learning style refers to the use of language to communicate and receive knowledge. The final aspect of writing is talent since students must understand how to read a letter, genres, and so on.

Graves (1996) said the teaching of writing would also help our students have a deeper awareness and comprehension of the new language they were learning. It indicates that teaching students to write will help them increase their knowledge since practice makes perfect. It can help them enhance their writing skills in English as a foreign language by allowing them to practice writing in another language.

Based on the statement above, we may deduce that there are four reasons to teach writing. The first goal is to reinforce language growth, learning style, and writing as skills that English learners should be familiar with. It also assists students to improve their knowledge, particularly in writing.

### **2.1.5 Game-Based Learning**

Game-based learning is a learning strategy that combines learning materials with instruction so that students may be mutually engaged in learning activities (Aini, 2018). Game-based learning could represent an advance in creating an exciting learning environment and attracting students' interest, allowing them to absorb content more quickly.

The use of game-based learning in educational programs enables learners to interact with learning activities. This is because game-based learning may boost enthusiasm, help students feel happier, more excited, and more challenged, and foster friendship and collaboration. So that students can better understand the instructional activities. The application of Game-Based Learning in the learning process has six steps following the stages (syntax) of game-based learning in the learning process (Samudra, 2020):

1. Selecting a game based on the topic of the game. In this phase, the teacher selects the game that will be utilized in the learning process based on the overall topic of the material to be covered. So the more suitable the game, the better the learning outcomes will result.
2. Concept explanation. In this phase, the teacher will introduce the content to students so that they can better comprehend the basic topic that will be utilized in the game. In this phase, the teacher also outlines the game that will be played.
3. Rules. In this step, the teacher will explain the rules rules that must be adhered to by learners during the game and the technical technicalities in playing the game.
4. Playing the game. In this step, the learners will play the the game by using the media provided by the teacher previously.

5. Summarize knowledge. After the game is over, learners will summarize the knowledge or write down some important points explained by the teacher during the game.
6. Reflecting. Learners will reflect on the learning outcomes that have been delivered.

## **2.1.6 Genre of Narrative**

### **2.1.6.1 Definition of Narrative Text**

According to (Anderson & Anderson, 1997) Narrative is the type of text that is most appropriate for telling past events it works to amuse or thrill the reader with a story that discusses complications or troublesome incidents and finds a solution in exchange. In writing narrative text, there are language features that are used such as direct and indirect speech, action verbs, thinking verbs, connections, past tense, adjectives, and many more.

Narrative text will be explored as part of this research. The narrative text depicts a vision of the world that is utilized to amuse and delight readers. (Dirgeyasa, 2017). Furthermore, narrative text may be either imaginary or accurate story form that comprises a series of events in which the story is conveyed and the way the background is provided as aspects of the story structure (Barwick, 1998).

Aulianisa(2019) claims that a narrative text is primarily a story of problematic occurrences experienced by one or more people who want to deal with and overcome that problem. The story also deals with tough events that finish in crisis or turning moments of some type, which eventually lead to a resolution. It is a style of literature that is used to entertain and deal with real and imagined situations in various ways. It is used in everyday situations to create entertainment, archive history, and explain events. To boost students' attention and comprehension of narrative texts, teachers may use a range of teaching strategies.

### **2.1.6.2 Generic Structure of Narrative Text**

Anderson states (Latifah & Rahmawati, 2019)that the generic structure of Narrative Text is divided into four stages:

- a. Orientation

This stage is introduced to the story's character at this level. What happened and who was engaged in the story in this grade, atmosphere-creating techniques are also employed to sway students to follow the plot. In other words, the orientation of a narrative text reveals the identity of the character as well as the setting and time of the event.

b. Complication

The story's chronology is described in this section. The problem that the character was experiencing. The complication increases the story's appeal because the character is unable to fulfill his or her desires. The tale is in the center of it. This complication will involve the main characters and prevent them from accomplishing their objective.

c. Resolution / Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. It explains to the reader (students) how the issue was resolved; this is known as problem-solving. A satisfying story will help us to explain how the issue was resolved.

d. Re-orientation

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved. It tells what the story has told or tells again the character and contains the message of moral value to the readers. The moral value of the story.

### 2.1 6. 3 Sub-genres-genres of Narrative Text

A narrative might be a true or imagined story that entertains the reader. It is called imaginary because the narrative does not have to be true; it might just be someone's imagination or a fictitious story created by someone or a group of people who have not established the truth. Several narrative genres, including comedy, fantasy, romance, historical fiction, fairytales, myths and legends, folktales, fables, mysteries, and science fiction, are characterized by Oktorianisarry et al.(2023). These are a few explanations of the various kinds of narrative texts.

1. Humor: Hilarious stories that will make the reader laugh.
2. Fantasy: The story describes an imaginative world filled with unexpected and magical creatures.

3. Romance: A love tale between a lady and a guy. The finale of the story frequently has a joyful ending.
4. Historical fiction: A genre of literature in which the action occurs in the past. For reliability historical fiction includes elements about the past, such as social mores, etiquette, traditions, and customs.
5. Fairytales: Fairy tales are stories passed down from generation to generation about fairies, princesses, dragons, elves, and other characters.
6. Myths: A traditional or legend story that, frequently, centers on a particular hero or event and answers universal or natural questions that have no true basis in reality,
7. Legend: A kind of folklore in which a tale of a national or folk hero is told as if it were a true historical occurrence.
8. Folktale: This tale has been passed down from one generation to the next by word of mouth.
9. Fable: story style, generally including animals who act and speak like people.
10. Mystery: a suspenseful tale that typically centers on a crime the revealing of mysteries
11. Science fiction: a story featuring backdrops or storylines based on the consequences of technology, hypothetical science, or anticipated futures, usually set on far away planets.

## **2.1.7 Concept of Cubes Story**

### **2.1.7.1 Definition of Cubes Story**

According to (O'Connor, 2004) The Story Cube is an activity that employs many image cubes, and everyone is encouraged to use their imagination. Keep a look out for the cube, which will unveil a story based on the photos displayed. Understanding the Story Cube can help students enhance their storytelling skills and vocabulary.

The Story Cube is a practice tool for leading to stories that consists of six cubes with drawings on them. The images depict the story's characters, plot, place, time, and resolution. Trainers, psychologists, and educators use Story Cube to assist them develop professional abilities by permitting them to freely convey ideas in the language in a certain direction. Harsiati (2019).



### 2.1.7.2 The Procedure of Teaching Writing Using Cubes Story

According to (Sydik, 2016) there are procedures for using the cube story namely for the orientation stage, complication stage, and resolution stage. First, the researcher explains the procedure of the cube story in the orientation stage, following the steps below:

1. First step, introduce to the students the concept of “cube” by giving some examples of cubes. In this research, the researcher used a cube that contained six sides which had to be explained by students.
2. Second step, Explain the generic structure in the narrative text there are three stages so first discuss the orientation stage.
3. In the Third step, in the orientation stage researcher will focus on the characters, setting plan, and setting time used to make the narrative text so in this step will be one cube that represents of characters, setting plan, and setting time. On each side of the cube, the meaning of the diced image will also be included to increase students' vocabulary
4. Fourth step, the teacher begins to roll the three dice first for one dice place setting second for one dice time setting and one dice character will come out which will draw the narrative story that will be written in orientation
5. Finally, the students combine all the sentences that have been written to make an orientation in the narrative text.

Next, the researcher modified several steps that would be carried out at the complication stage. Below are some of the steps:

1. First step the students learn about the second generic structure namely the complication stage.
2. Second step, During the stages of complication, the researcher is going to focus on the story's plot and problem. Thus, one cube in this stage will reflect the story's plot and problem. on each side of the dice will be given various vocabulary words that describe the images listed.
3. In the third step, the teacher will start to roll the dice. After that, a problem topic and story plot will appear
4. In the fourth step, students will start to write paragraphs related to the problem or plot that appears on the dice that have been rolled previously.



5. Finally, students will succeed in creating a complication stage with the help of a cube story.

Next, the researcher modified the procedure of the cube story in the resolution stage, there are:

1. In the first step, students will understand the resolution stage or final stage in generic structure in narrative text.
2. Second step, the researcher will concentrate on finding a solution or a way to end the problem. Thus, there will be one cube in this stage that symbolizes the conclusion and the solution.
3. In the third step, we will repeat the process to roll the paper and then we will draw one topic for the resolution stage. After that, students will repeat the process to write a paragraph indicating how to fix the issue and provide a conclusion.

## 2.2 Previous Studies

There are some researchers related to this research. This can be seen in the first research by (Sultan et al., 2020) in their article entitled “Story Cube in Increasing Narrative Writing Skills”. The research aims to determine whether there is an effect of the use of the Story Cube Game media on the learning outcomes of the sixth-grade students' narrative writing skills at SDN 161 Pinrang. The purpose of this research is to see if the usage of Story Cube Game media affects the learning results of sixth-grade students' narrative writing skills at SDN 161 Pinrang. The research used a quasi-experimental design. In this study, the Story Cube Game media acts as the independent variable, whereas the dependent variable is the learning results of students' narrative essay writing skills. The population in this study consisted of all SDN 161 Pinrang students, a total of 476 participants, and the sample was class VI. A was the experimental class, with 35 students, whereas VI.B was the control class, with 35 students. The research data was collected by administering a pretest and posttest to assess the learning results on essay writing content. The Independent Sample T-test was used to analyse the data. Inferential statistical analysis revealed that  $P = 0.003$  was significantly lower than 0.05. The implementation of the Story Cube has had an important impact on the learning outcomes of the VI-grade students of SDN 161 Pinrang in terms of writing narrative essay abilities.

The second research by (Fatiani et al., 2021) in their article entitled “Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills”. The research being investigated uses the cooperative learning concept to enhance writing abilities. This was an action-research study. The research was carried out in one cycle using the cyclical action research approach, which included planning, acting, observing, and reflecting. This study included 20 students from Class 8D. In this study, there were two sorts of data: qualitative and quantitative. The qualitative data are examined using three stages: data collecting, data condensation, data presentation, conclusion drawing, and final reporting. Meanwhile, quantitative information in order on students' writing achievement was obtained through writing assessments. The outcomes of this study indicate that students' writing skills have improved. They learned the necessary vocabulary and grammatical understanding to construct sentences. For a deeper understanding of a certain text, the students continued to use writing skills through a cooperative learning methodology. The teaching and learning activities were engaging. Picture Cubes and Story Markers are used to assist cooperative learning activities.

The third research (Sasdillah, 2020) in their article entitled “The use of picture-cued story sequence in teaching writing skills for the first-grade students at MA Madani Alauddin Gowa” The research aimed to determine the impact of Picture-cued Story Sequences in improving first-grade students' narrative writing skills at MA Madani Alauddin Gowa. The research design consisted of a quasi-experimental study comprising pre-test and post-test. The population for this study was the first grade at MA Madani Alauddin Gowa. The population was 99 students. The study employed purposive sampling. The study included 66 pupils from the population. Class X MIA 3 was an experimental class, with 33 pupils, while class X MIA 1 was a regulated class. The narrative text was utilized as the data collection tool. The study found that the writing abilities of MA Madani Alauddin Gowa's first-grade students improved. The score on the pre-test was lower than the post-test. The children received a "poor" rating on the pretest. Following therapy, kids received a "good" classification. Based on the findings of this study, the researcher proposes that Picture-cued Story Sequence be utilized as an alternate approach for teaching writing skills since it allows students to quickly create or arrange their thoughts all over the writing process.

The fourth research by (Fransiska 2019) entitled “The Effectiveness of Using Story Circle in Teaching Writing” was experimental research on eighth graders of SMPN 1 Pringsewu. This study employs an experimental research design that includes both

experiments and control groups. The research participants were eighth-grade pupils from SMPN 1 Pringsewu. There are six courses (VIII.1–VIII.6), with 32–34 students in each. The sample for this study is VIII.4 (experiment group) and VIII.3 (control group). The two groups were given a pre-test, then the students in the experiment class were given the therapy, and finally both classes were given a post-test. To acquire the data, the researchers administered a written test and evaluated it using the t-test. The study's findings revealed a substantial difference in writing skill between pupils taught utilizing the narrative circle approach and those who did not. After treatment, the mean is 71.50, the standard deviation is 9.975, the df is 62, and the significance level is 0.045, which is less than 0.05. If the significance is less than 0.05, the hypothesis is accepted. As a result, the employment of the narrative circle approach in writing instruction can help students enhance their writing skills. Story Circle is a practice that encourages kids to learn English, particularly writing.

The fifth research by (Nurlaela et al., 2022) is entitled “The Effects of Storyjumper on Narrative Writing Ability of EFL Learners in Higher Education”. This study used classroom action research as a study method. This study included 32 students from Universitas Muhammadiyah Luwuk's English Department in the years 2021/2022. Data were acquired through observation and testing. The findings suggest that storyjumper, as a digital storytelling tool, has a good impact on EFL learners' writing abilities, particularly in narrative writing. The claim may be shown in two ways. The first is that the test result improved from the preliminary test, which in this case was the writing activity before introducing storyjumper in cycle 1. The second cycle saw a considerable improvement as well. The test's mean score is the lowest, at 57.16. After incorporating Storyjumper in cycle 1, the test's mean score improved to 68.33. The mean score improved significantly in cycle 2, reaching 75.22. The mean score of the exam result was determined by evaluating the process of learners' narrative writing using Jacob's theory.

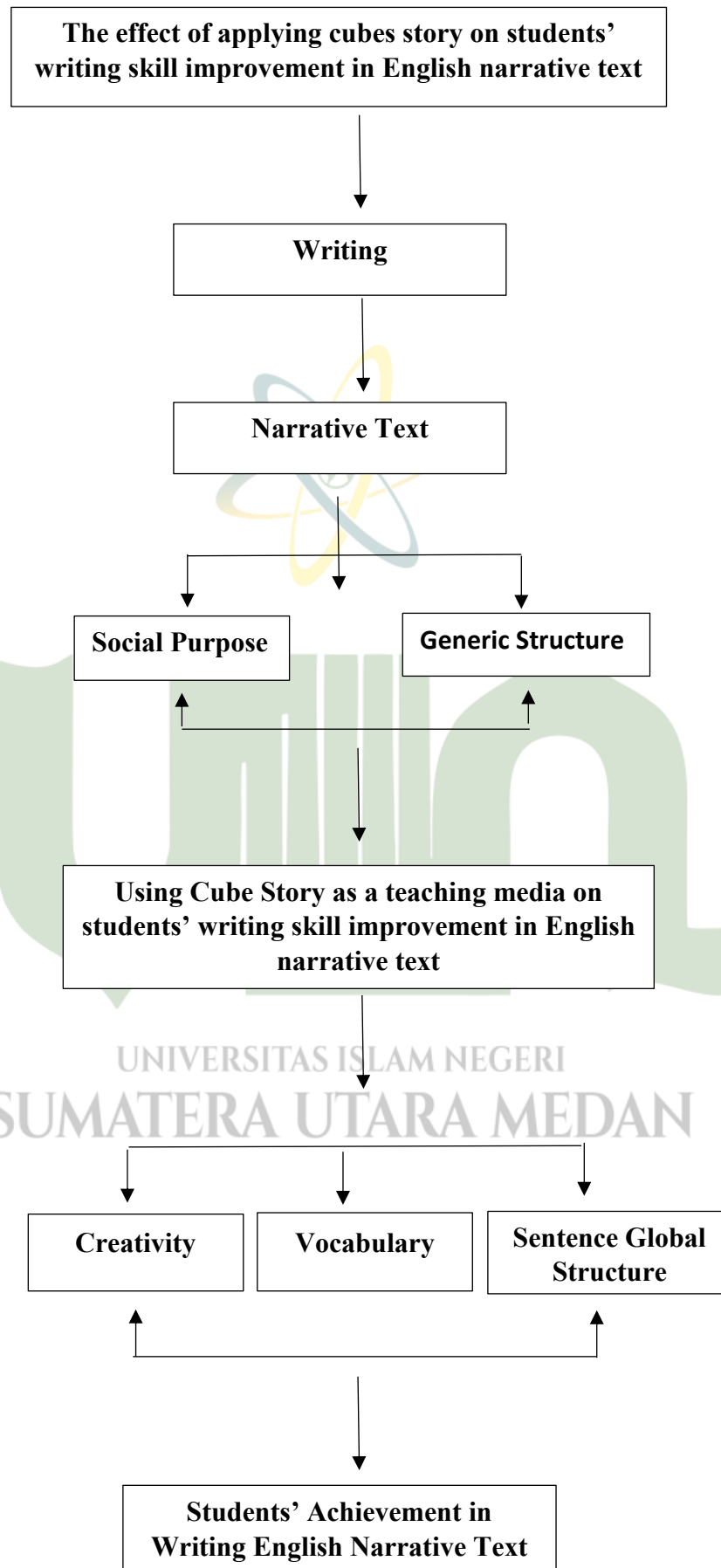
Referring to all of the previous research above, the researchers concluded that the first study used story cubes as learning media for elementary school students and story cubes had an effect in improving students' writing ability on narrative text. In the second study, the researchers concluded that the use of using picture cubes and story markers in junior high school affected students' writing abilities. In the third study, the researchers concluded that the use of cued story sequences in high school students had an effect in improving students' writing ability after treatment cued students showed good results in the post-test. The fourth study concluded that using story circles has a good impact on writing narrative text for junior high school students. The fifth study concluded that there are positive results in using story

jumpers to improve students' writing skills. from these five studies, researchers concluded that all learning media used had a positive impact on students because the media used attracted students' attention to be more enthusiastic in learning to write English texts. Therefore, although there are many learning media used that positively impact students' writing skills, only a few use story cubes to improve the skills of high school students.



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN

### 2.3 Conceptual Framework



## 2.4 Research Hypothesis

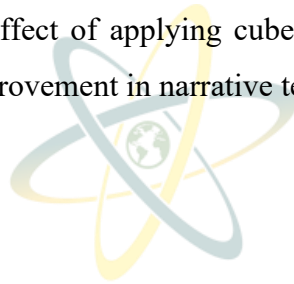
The researcher formulated the hypothesis of this research as follows:

### 1. The Null Hypothesis

H<sub>0</sub>: There is no significant effect of applying cubes story as a teaching media on the students' writing skills improvement in narrative text.

### 2. The Alternative Hypothesis

H<sub>a</sub>: there is a significant effect of applying cubes story as a teaching media on the students' writing skills improvement in narrative text.



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN