

CHAPTER II

THEORITICAL REVIEW

A. Theoritical Framework

A set of theories and idea are needed to explain concepts or terms applied in research concerns. The terms are defined in order to avoid ambiguity and misunderstanding that might occur in the process of getting a better insight of the scope of the study.

1. Students' Achievement

Achievement is the result of what an individual has learned from some education experience.¹ Additionally, achievement as the successfulness of the individual², achievement is to do one's best to be succesful to acomplish task requaring skills and effort and to be recognized by authority. Achievement is concerned with who a students have done in the relation to a particular course or program.

Students' achievement means the sucess of students in finishing organizing something, something successfully, finishing or gaining through skill and hardwork. Students' achievement is a thing or a result done successfully by the students. The students' succeed in doing something by their effort and skill.

Achievemnt means:³

1. A thing that somebody has done succesfully , especially using their own effort and skill.

¹ John Travers,(1987), *Fundamental Of Educational Psychology*, Cranton Pensylvania : International Textbook Company, p.44.

² Stephen L. Yellon, Weinstein, GraceW, Paul, D.A. *Psychology in the Classroom*, Tokyo: Mc. Graw-Hill, Inc, p.301.

³ Hornby, (2000), *Oxford Advanced Learners Dictionary of Current English , Revised and lydated*, Oxfort University Press:Jonathan Crowther, p. 11

2. The act or process of achieving something.

Based on the opinion above , it can be concluded that students achievement is the result of the learning education experience that indicates the ability of the student in the education learning.

2. Writing

2.1. Definition of Writing

Writing defined as a process activity to convey ideas , thought and feelings in written form. Writing (as one of the four skills of listening, speaking, reading, and writing) has always been part of the syllabus in teaching of English.

Writing is a process of communication that uses graphic symbols that is a letter or combination of letters, which relate to the sound to the people speak. When a writer writes a written symbols, the writer not only needs the knowledge on what the writer writes, but also the understanding on the purpose of the writer's writing. It is also someone ability in using grammar to express the writer's idea in the form of written representations. Writing is a complete skills after reading, speaking, and listening. It is indicate that writing is not easy skills to the students mastery.

Writing is one of the main ways that we create a coherent social reality through engaging with others , both personally and professionally.⁴ Writing is one of the basic language skills that is very important to learned in learning a language. Writing becomes a vital task in all disciplines and professions. For the students writing is useful as a help to train the students' critical thinking, understanding, and to improve students' communication skills. The communication skills like, share idea, information, experiences, and thoughts.

⁴ Ken Hyland,(2002), *Teaching and Researching Writing*, Britain:Pearson Education, p.69.

Among the four skills, writing is the most difficult skill to be learnt. Writing is the most difficult skills for second language learners to master.⁵ Writing is the final product of several separated acts that are hugely challenging to learn simultaneously. Among these separate acts note taking , identifying a central idea, outlining, drafting and editing. It is difficult to start writing report, for example , without a central idea and notes to support it. Often, the more detailed an outline the easier is writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft.⁶

The terms of writing have several meanings. Many experts have proposed the definition and explanation of writing. Writing is the expression of language in the form of letters, symbols, or words, the writing process includes prewriting, composing, revising, editing, and publishing. There are many kinds of writing such as expository , narrative, descriptive, and persuasive. Literature is a type of writing that includes poetry, novels, plays, and short stories.⁷

Writing is to produce or reproduce written messages. It means that writing is one of language skills use hand to transform what we think in our mind. Writing is a within from in expressing idea, feeling and opinion. In Al-Qur'an verse Al-Qolam ayat 1:

اِنَّا اَنزَلْنَاهُ قُرْاٰنًا عَرَبِيًّا ۚ وَتِلْكَ اِلَٰهِيْكَ اَعْلَمُ ۚ

Meaning:

“Nun, By the pen and by the (Record) which (Men) write”⁸

Writing is a process of creating meaning. It is not as simple as imagine because we are always more able to speak than to write. When we write we have purpose why we write it, the

⁵ Jack C. Richards and Willy A. Renandya ,(2000), *Methodology in Language Teaching : An Anthology of Current Practice*, Cambridge Press, p.303.

⁶ Wallace, Trudy, Winifred E. Stariha and Herbert J. Walberg,(2004), *Teaching Speaking, Listening, Writing: Educational Practices Series-14*, p.15.

⁷ Utami Dewi,(2013), *How To Write*, Medan: La Tansa Press, p 2-3.

⁸ Abdullah Yusuf,(2009), *Al-Quran Tiga Bahasa*, Depok: Al-Huda, p. 1138.

purpose of writer is also needed and put so that the writing will be clear. Whenever write , we need some clear purpose to guide both of you and your reader. If don't know why we writing , neither will as a reader.

The verse is surah Al-Alaq: (4-5)



Meaning :

“ 4. *Who has taught (the writing) by the pen* 5. *He has taught man that what He knew not.*”⁹

This surah begins with the first message from Allah. Allah is not directly teach human, but they are taught by another human in which ability to teach comes from Allah SWT. These verse also explain us that when studying we need pen to write. It mainly depends on the knowledge he gains for this, Allah has provided man with the sense of observation and thinking. One gets the knowledge by different means. Reading and writing is to ways , especially pointed out here.

Writing is whole brain activities, which use right brain side (emotion) and left brain side (logic). Although right and left brain side's are used in writing, right brain side has big position because it is a place , which appears new ideas and emotion. There is no motivation to increase right brain energy to be supported and it will be problem to be writer.

2.2.Writing Process

In producing a writing matter, there is a process involved and the process can be affected by the content (subject, matter) of writing, the type of writing in the medium it is written in.¹⁰

The stages of the writing process as a follows:

⁹ Ibid, p. 1240

¹⁰ Jeremy Harmer,(2000), *How to Teach Writing*, England Pearson Education Limited,p.4.

1. **Prewriting** : freely exploring topics, choosing the topic and beginning together and organize details before starting to write.
2. **Drafting** : getting the ideas down on paper in roughly the format that is intended.
3. **Revising** : correction any major errors and improving the writing's form and content.
4. **Editing and Proofreading** : publish the writing, fixing errors in grammar, spelling and mechanics.
5. **Publishing and Presenting** : sharing the writing matter.

2.3.Criteria of Good Writing

A good paragraph has basic elements such as topic sentence , supporting sentence, concluding sentence, unity, coherence and transition.

1. The topic sentence

The topic sentence is usually the first sentence of the paragraph and states the main idea of the paragraph. A good topic sentence makes a point that will be developed in the rest of the paragraph.

2. The supporting sentence

Supporting sentence which develops the topic sentence is by giving specific details about the topic. A writer needs to provide some dividedness, reasons and statements to impress the readers. There are kinds of supports which can be used in writing to supporting idea of paragraph. They are giving descriptive details, fact and reason to persuade. The writer needs to develop several reason support their statement so the writing is factual reason to read.

3. The concluding sentence

A concluding sentence sums up the paragraph and appears at its end. It is used to signal that the writer wanted to say.

4. The unity

A paragraph is unity if it discusses one main idea. The main idea is the central thought of the paragraph which is commonly expressed in a topic sentence. The position of the topic sentence may be at the beginning or the end or in the middle of the paragraph. Sometimes it is implied or it is not directly stated. It could be in the writer's mind but it is not written down.

5. The coherence

Coherence means that the paragraph is easy to read and understand because the supporting sentences are in logical order and the idea is connected by the use of appropriate transition signals. In order to have coherence in writing, the movement from one sentence to the next must be logical and smoothly.

6. The transitions

Transitions are signals that help readers follow the direction of the writer's thought.

Besides that, the skills of writing is an ability to express what someone has read or heard in the written form, or an ability to express ideas, opinion, or feeling in the written form.

2.4. Writing Assessment

Skills of writing include five general components or main areas as the following:¹¹

1. Content

Content refers to the student's ability to write the ideas and information in the form of logical sentences.

2. Organization

Organization refers to the students' ability to write ideas and information in good logical order.

3. Vocabulary

¹¹ J.B. Heaton, (1998), *Writing English Language Testing*, London: Longman

Vocabulary refers to the students' ability in using words or idioms to express ideas logically and the ability to use synonym, antonym, prefix, and suffix correctly.

4. Language used

Language used refers to the students' ability to write the sentence either simple, complete or compound sentence correctly and logically. It also refers to the ability to use arrangement in sentences and some other words such as : noun, adjectives, and the time signals.

5. Mechanical skill

Mechanic refers to the students' ability to use correctly those conventions peculiar to written language, such as punctuation, and spelling.

2.5.Genre of the Text

Genre is a way of categorizing a text through style and form. It is vital to be able to categorize text in this way-both production and analysis. A text is classified in a genre through the identification of key elements which occur in that text in other of the same genre.

Genre is a specific type of text resulted from the language to accomplish something.¹²

Genre can be defined as staged, goals oriented, and purposeful activities. It means that genre of the text is very interesting to be created in interaction. Therefore, text is created in interaction has an aim or aims. In this sense a text is called goal oriented where the addresser has an intention to convey to the addressee. However the aim cannot be attained at one time. In other words, there are stages by which the aim is achieved.

2.6.Narrative Text

¹² Judy. S. Pardiyono, (2002), *Pasti Bisa! Teaching Genred-Based Writing*, Yogyakarta: Penerbit Andi, p. 2

The basic purpose of narrative is to entertain, to gain and hold the readers' interest. And the main purpose of narrative essay is to make a point by telling your audience a story.¹³ However narrative can also be written to teach and inform, to change attitude/social opinion. Narrative sequence people. Characteristic in time and place but differ from recounts in that the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Narrative text is often fiction in which the values are used to describe and / or to explain human behaviors. It contains a setting and the characters which are involved in one or more conflicts (eg. Interpersonal, internal, and with society). They may be directly stated or implied. The piece makes sense when read from beginning to the end. The narrative is fiction stories that consist of any characters to solve problems in the story in order the readers and the listeners can be entertained and can take moral values of the story. As one of the text types, narrative is characterized by three rhetorical structures. They are the social function, the generic structure and the language features of the text.¹⁴

Narrative text is a kind of the text to retell the story that past tense. The purpose of the text to entertain, to amuse the reader with a story.

To understand narrative text, understanding of generic structure and grammatical features are needed. Narrative text is constituted by the generic structure of orientation, evaluation, complication, resolution, and reorientation.¹⁵

- 1) Orientation : set the scene, introduce the participant and personal attitudes.
- 2) Evaluation : a stepping back to evaluate the plight, usually to make the story more interesting.

¹³ J. Langan, (2005), *College Writing Skills. Fifth Edition*, New York: Mc. Graw Hill, p.195

¹⁴ Farikah, (2015). The Effectiveness of Thematic Progression Patterns with Jingle Button Technique in Teaching Writing of Narrative Texts in *Arab World English Journal (AWEJ)*. Vol.6 No.1.2015: Magelang.

¹⁵ Sanggaham Siahaan, dkk, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p. 73-74.

- 3) Complication : a crisis arises. The complication can be one or more.
- 4) Resolution : the crises is solve, for better or for worse.
- 5) Reorientation : a brief summary which is aimed to give or submit a moral lesson to the reader.

Grammatical features of narrativee are:

- 1) Using material process, relational process and mental process

The example:

He **runs** to the bookstore (material process)

The tea **is** sweet (relational process)

I wish everything is going to be alright (mental process)

- 2) Using past tense

The example :

On July 1st I **went** camping

I **arrived** at 07 oo''clock in the evening

- 3) Using temporal circumstance and temporal conjunction

The example:

Lina has known desi since 2009

Finally, benia win the lottery

The example of narrative text:

A Bad Camping

On July 1st I went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 oo''clock in the evening. It was dark. I quickly set up my tent for it began raining. I set off to explore the jungle and I brought some food, matches, ropes, and flashlight on my

knapsack. Next I locked my tent and after I had walked for about 2 km, I was tired. Then , I found a steep slope. There was no other way so I climbed casuarinas tree. I screamed for a help but no one heard me. After a few minutes, I turned my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, “are you injured?” I answered “ yes my back is in a pain”. “ I will handle it”. He bandaged my back. After that , he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put me on. When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, “are you ok?” “ I am a bit unwell” I replied. I kept on sleeping and I sometimes listen to the music. When the nurse asked, I only smiled. I knew that I was not recovered yet but I led my life cheerfully. Two weeks later , I went back to Jogjakarta.¹⁶

2.7.Writing Assesment of Narrative Text

1. Orientation (Introducing the topic).
2. Complication (describing the series of event).
3. Resolution (telling the problem resolution)
4. Grammar (using simple past tense, using adverb of time and place,using linking verb)
5. Vocabulary (using English word in common, good in translation)

3. Strategy

Strategy is a plan intended to achieve a particular purpose.¹⁷ Teaching strategy is generalized plan for a lesson which include structure, desired learning behavior in term of goal of instruction and on outline of plan tactics necessary to implement strategy.

¹⁶ Ibid, p.74.

¹⁷ *Oxford Learner Pocket Dictionary*, (2015), Oxford University Press, p.439.

Strategy is a proper plan which aims to achieve the goal. It is a specific method of approaching a problem of a task , modes of operation for achieving a particular end, planned designed for controlling and manipulating certain information. They are contextualized “ battle plan” that might vary from moment to moment, or day to day, or year to year.

In most classroom, learner are unaware of the strategies underlying the learning task in which they are engaged. The English Teacher has to have good capability in choosing the strategy in order to make sure teaching learning achieve the goal.¹⁸

4. GIST Strategy

Several strategies exist for teaching students to summarize text effectively.¹⁹ One called Generating Interaction between Schemata and Text (GIST) has been found to effectively improve students reading comprehension and summary writing. With GIST English Teacher must model and guide after the writing stage of lesson.

Generating Interaction between Schemata and Text (GIST) as the essence of something of spoken or written. It also interaction process between one exist knowledge (schemata) and the content of the text.²⁰

4.1.The Definition of GIST

GIST an acronym for generating interaction between shemata and texts. It is summarizing strategy. Effective summarizing leads to and increase in a students learning. Summarizing requires students to focus on the main ideas of a text and to decide what is important without ommiting key ideas.

¹⁸ H. Douglas Brown,(2000), *Principles of Language Learning and Teaching* . NewYork: Longman, p.113.

¹⁹ Judy S. Richardson, (2009), *Reading To Learn in the Content Area*,USA: Wadsworth Cengage Learning, p. 378.

²⁰ Oxford Learner,*op.cit.*, p. 499.

Generating is defined as making something exist or occur, to produce something or work together to have an effect on each other.²¹ And interaction is defined as if one thing interact or communicate with another and the two things have an effect of each other.

In this case, students' schemata and text are two variables have chosen to improve students' achievement in writing comprehension. The purpose of GIST procedures, to force students to discard unnecessary and unimportant information, so that they may focus on what is significant for them to understand and remember and to help students learn to write organized.

a) Schemata

A schema is a knowledge structure used for understanding what is read. A schema is a general idea about a set of similar and related concepts. In other words, a schema theory is one explanation of how written material can be comprehended.

Schema is pre-existing knowledge structure in memory.²² Our ability to arrive automatically at interpretation of the unwritten and the unsaid must be based on pre-existing knowledge structures. These structure function like familiar patterns from previous experience that we use to interpret new experiences. The most general term for a pattern of this type is a schema (plural, shemata).

Schemata are the effective roles for understanding the word. Using schemata, most everyday situation do not require effortful thought automatic thought. Is all that is required. People can quickly organize new perception into schemas and can apply it to climb staircase they have never seen before. Schemata are interrelated and multiple conflicting schemata can applied to the same information. Schemata are generally thought to have a level of activation, which can spread among related schemata.

²¹ Ibid, p. 183.

²² George Yule, (1996), *Pragmatics*, Oxford University Press, p. 85

b) Text

A text is a meaningful linguistic unit in a context. A linguistic unit is phoneme or morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is a full of meaning. Contexts refers to either linguistic context or non linguistics context.²³

A text is about a spoken and written text. A spoken text is any meaning spoken text, a written text is any meaningful written text. It can be a notice, direction, advertisement, paragraph, essay, article, or book and etc.

4.2.The Purpose of Generating Interaction between Schemata and Text (GIST)

Generating Interaction between Schemata and Text (GIST) provides an opportunity for student to identify important vocabulary and synthesize important piece of information into summary statement to show the gist of reading.²⁴ It facilitates understanding how the “part” fit together to make the “whole”. This strategy also shows them how to distinguish between important and less important and how to group similar ideas together.

Generating Interaction Between Schemata and Text (GIST) strategy help students to synthesize information, a higher order thinking skills which includes analyzing and identifying key concepts. In brief, this strategy has significant benefit for comprehending , ultimately retain the thing and recalling information from the text, and can rewrite the information well, especially in narrative text.

4.3.The Steps of Generating Interaction Between Schemata and Text (GIST) Strategy

One strategy that appealed to us was generating interaction between schemata and text, a collaborative learning strategy used to increase comprehension of expository text. The text is divided into sections that serve as stopping points, for clarification and writing.

²³ Sanggam Siahaan, Khisno Shinoda,(2008), *Generic Text Structure*. Graha Ilmu: Yogyakarta, p. 1

²⁴ Margaret Bouchard,(2005), *Comprehension Strategies for English Language Learner*,USA: Published by Sholastic Inc, p. 40

- a. Identify text to be read by the students.
- b. Divide the class into cooperative groups.
- c. Distribute the copy of the text.
- d. The leader read the first paragraph in the group.
- e. Demonstrate the strategy by discussing background knowledge (schemata).
- f. Write a new paragraph based on what they have read.
- g. Discuss the paragraph as a group and add details.
- h. Instruct the students to write a paragraph on their papers.
- i. Explain to the class to read the entire passage in this manner.
- j. Instruct the students to read the entire passage.
- k. Ask students to return the copy of the text to the teacher.
- l. The groups then discuss the paragraph , read , and negotiate the best paragraph.
- m. Have the groups read and compare their paragraphs.²⁵

4.4.The Advantages and Disadvantages of Generating Interaction between Schemata and Text (GIST)

Generating Interaction Between Schemata and Text (GIST) strategy as effective strategy in teaching writing comprehension in narrative text brings some advantages and disadvantages. Here some advantages and disadvantages of Generating Interaction Between Schemata and Text (GIST) strategy in teaching writing in narrative text:

- a) The advantages of GIST strategy brings the application are:

²⁵ Eliza Trimadona,(2014), “*Improving Students Writing Skills by Using Modified GIST at Fifth Semester of Satate Islamic College Kerinci*”, Juni, vol: 11-12

- (1) Generating Interaction Between Schemata and Text (GIST) strategy can improve writing comprehension, when applying GIST, the student must delete trivial information, select key ideas and general in their own words, and easy to write.
- (2) GIST could active students prior language.
- (3) GIST could help students to refise and refine vocabulary as well.

b) The disadvantages the of Gist Strategy

Besides having some advantages , this strategy also has disadvantages there are:

- (1) GIST strategy spends much time in that aplication.
- (2) Class management when using GIST strategy to the whole students is more difficult.
- (3) Relatively difficult to the study the events based on different cultural backgrouds.

4.5.The application of Generating Interaction Between Schemata and Text (GIST) Strategy on Narrative Text

Table 2.1
The Application of GIST on writing Narrtive Text

English Teacher	Students
<ul style="list-style-type: none"> English Teacher select the text containing main ides. A text consist of three or five paragraph. English Teacher write the title of the narrative text “Prophet Adam As”on the white board. English Teacher devide the class into cooperative groups. English Teacher distribute the copy of the text. 	Students mention what they ever heard about the story of “Prophet Adam As”
<ul style="list-style-type: none"> English Teacher display only the first paragraph (cover the other) 	Students (leader of the groups) read the paragraph.

<ul style="list-style-type: none"> English Teacher provides 20 blanks on the whiteboard and instruct students to write a summary with 20 or fewer of their own words. English Teacher reveals the next paragraph of the text and instruct students to generate a summary of 30 or fewer words that encompasses both of the first and the second paragraph. English Teacher continues the next paragraph until the students have produced a gist statement for the entire passage being thought. 	<p>Students demonstrate the strategy by discussing background knowledge (schemata).</p> <p>Students try to generate the summary of the paragraph with 20 or fewer of his or her own words.</p> <p>Students continue to read the next paragraph until the entire paragraph has been summarized.</p>
<ul style="list-style-type: none"> English Teacher invites students to read their GIST statement in front of the class. English Teacher states the clearly gist statement from the story of the Prophet Adam As created by whole students in the class. English Teacher helps students to correct the students' statement in their writing toward Prophet Adam As as their prediction before reading. 	<p>Each student reads their GIST statement in front of the class.</p> <p>Students correct the students' statements writing toward Prophet Adam As before reading.</p>

B. Conceptual Framework

Writing is one of the basic language skills that is very important to learn in learning a language. Writing a narrative text is a process in which the writer expresses imagination to describe the thinking. The ability in writing narrative text is not the same of all the students. Some of the students are not given much attention and enthusiasm as they face many difficulties in expressing ideas and find it difficult hard to write a good narrative text while the others do not. And writing is a process that requires students to develop a cognitive awareness of the writing choices available to them. The students need to be reminded and further informed about those

choices open to them. And writing is a process that requires students to develop their ability to think critically. In the other hand, writing is the mental work of investing ideas, thinking about how to express them and organizing them into statement and paragraph that will be clear to a reader.

One of the strategy of that the English Teachers can use in improving the students ability in writing a narrative text is Generating Interaction Between Schemata and Text (GIST) strategy. This interaction is supposed to happen between the shemata, that is the best experiences and background knowledge of the students and the text they will read. This strategy can facilitate students writing because in writing process students are required to generate interaction between schemata and text likewise in reading process. This strategy also shows them how to distinguish between important and less important and how to group similar ideas together. And this strategy help the students to generate their schemata to build the ideas of the text. Schemata has important part in the relationship between reading and writing. Schemata is produced from reading a text and also students experiences. In this research the Generating Interaction Between Schemata and Text (GIST) strategy, students will rad the text then they generate schemata. The schemata they get from the text will be used to write a new writing. It will not difficult to them because they are guided by the text. In others words, students use higher-order thinking skills to analyze and syntesize what they have read.

Students become better writers when they read extensively. Reading a variaty of genres helps students learn text structure and language that they can then transfer to their own writing, especially genre narrative text in this reasearch. In addition, reading provides students with prior knowledge that thay can use in their stories.

Generating Interaction Between Schemata and Text (GIST) strategy can improve writing comprehension, and when applying GIST, the students must delete trivial information, select key ideas and general in their own words, and easy to write, and than could active students prior language. And also Generating Interaction Between Schemata and Text (GIST) could help students to refise and refine vocabulary as well.

C. Hyphotesis

Based on the explanation from the Theoritical and conceptual framework above, the hyphotesis can be formulated as follows:

Ha : There is a significant Generating Interaction Between Schemata and Text (GIST) strategy on students' achievement in writing narrative text.

Ho : There is no significant Generating Interaction Between Schemata and Text (GIST) strategy on students' achievement in writing narrative text.