

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The following theories are needed to clarify some concepts or terms applied in this research in order that the writer and the reader may have the same perception.

A.1 Writing

Writing is a medium communication that represents language and emotion with signs and symbols. Writing is a tool used to make languages be read. By writing they will get more information, knowledge and science.

Writing is the expression of language in the form of letters, symbols, or words¹. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils pens, typewriters, and computers. The writing can be formed on the wall of cave, a piece of paper, or a computer screen.

Writing is the organization of our sentences into a text, into a coherence whole which is as explicit as possible and complete in itself, that are able to communicate successfully with our reader through the medium of writing²

Langan said that writing is a process of discovery that involves a series of steps, without practice people can think that writing is difficult³. In other explanation, writing encourages students to focus on accurate language use because they think as they write, it may well provoke language development as they resolve problems which the writing puts

¹ Utami Dewi. 2010. *How to write*. (Medan: La TansaPress). P.2

² Donn Byrne. 2002. *Teaching Writing Skill*. (Singapore:Logman).p.1

³John Langan, 2005. *collage writing skills with readings-6thEd.*, (New York: McGraw-Hill), p.12.

into their minds⁴. When writing, students frequently have more time to think than they do in oral activities. Student can go through what they know in their minds and event consult dictionaries, grammar books, or other reference material to help them.

In Holy Al-Qur'an also explain about writing. Allah said in the holy Qur'an Al-Qalam verse

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

Meaning: 1. Nun, by the pen and the (record) which (men) write.⁵

Based on this verse Allah SWT order human to write writing is on of important skill for human. Writing is one of ability human to communicate each other.

A.2 Writing Process

Luman argues that there are five steps of writing process, they are prewriting, drafting, revising, editing, and publishing. ⁶

1) Prewriting

Prewriting is the first step of the writing process. Prewriting is something you do before you write a paragraph, essay or other written work. The purpose of the prewriting step is to find a topic for writing, to collect ideas and information. There are many different types of prewriting such as: listing, freewriting, and word map.

a. Listing

Listing is when you write down every idea that comes to you about the topic given.

⁴ Harmer, Jeremy. 2004. *How To Teach*.(England: Pearson education)

⁵ Departemen Agama RI Al-Qur'an dan terjemahan, Syaamil Al-Qur'an special for women Al-Qur'an (68:1),p.564

⁶ Abdul Rohim.2017. *Essay Writing How To Write An Essay*. (Yogyakarta: Budi Utama).P.2

b. Freewriting

Freewriting is when you write everything you can think quickly and without stopping, don't worry about grammar and punctuation.

- c. Word mapping is another type of prewriting. it can help you think of many ideas for your writing and see the connection between the ideas. You can write the topic in the middle, draw the circle around it, and draw a line to connect the circles.

2) Drafting

Drafting is the second stage of the writing process. Now you already to start your writing. At this stage, you should write a complete first draft using your notes from prewriting as a guide the purpose in drafting is to have a complete draft, not a perfect one, so don't worry about making mistakes, just get your ideas down on paper using sentence and paragraphs. As you are writing, you will probably think of new ideas. Add those to your draft.

3) Revising

Revising is the third stage of the writing process. In fact,, to revise means literally to "re-see" or "re-look" at your writing. A first draft can always be improved. When you revise a draft, you make changes to it. Revising includes adding, cutting, moving, or changing information in order to make the ideas clearer, more accurate, more interesting, or more convincing.

- a. Read your draft. As you read your draft, ask yourself questions about the most important ideas. Make the ideas clearer, more accurate, and presented in the best way.

- b. Mark your changes. What changes do you want to your draft? Use your revising marks or special features in your computer's word-processing program to show your changes.

4) Editing

Editing is the fourth stage of the writing process. After you revise your draft for content, it's time to check your draft for mistakes to make sure that there are no errors in grammar, punctuation, and spelling.

- a. Check your sentence. When you edit, check your sentence are clear, complete, and correct.
- b. Check for mistake. You can also check errors in capitalization,, punctuation, grammar, and spelling
- c. Make your corrections. Don't forget to make corrections when you find them in your document.
- d. Make a final copy. Rewrite your work and make the corrections you found

5) Publishing

This is the last stage of the writing process. In this stage, after corrected your work, share it with others. The purpose of publishing is to share and celebrate your finished products. When you publish your writing, it means that you produce a clean, neat final draft that is free of error.

A.3 Genre of Writing

Genre is a kind of text or writing work itself. It views that language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used.⁷

There are various genres of text: Narrative, descriptive, Procedure, recount, Explanation, Analytical Exposition, Hortatory Exposition, Report, anecdote, Spoof, review, and News.

A.4 Elements of Writing

There are five elements of good writing. Purpose, audience, clarity, unity, and coherence.

1) Purposes

Writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

2) Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

3) Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect, they get the point across to the reader by using specific language.

4) Unity

⁷Dirgeyasa.2014. *College Academic Writing: a Genre-Based Perspective*. (Medan: Unimed Press).
P.xvii

Unity in paragraph means that all the sentence are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

5) Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.⁸

A.5 The purpose of writing

The purpose of writing that stated by Nancy in her book are:

- a) To think on paper and organize thoughts. You may write things down to help you remember them, or to learn new material, or to help you think through a problem or issue. Usually the personal writing you do for this purpose; notes, outlines, free writing, journals, memos to yourself will be meaningful and useful to you rather than to another audience.
- b) To inform when you write to inform, you want your audience to understand a concept, procedure, or fact. You may write to teach your audience (such as writing instructions for a friend who will take care of your pets while you are on vocation), to demonstrate your knowledge (such as writing an exam), or to explain how to use a piece of equipment at work.
- c) To persuade. When you write to persuade, you want to convince your audience to act or believe in a certain way, you want them too agree with you. You may write a personal letter urging a friend to move to a new house, or you may write an

⁸ Ibid.P.40

evaluation of an employee, asking for a higher salary for that person. In collage you may write an essay arguing that one view of history is more valid than another.

- d) To entertain.. you may write to entertain your audience, to make them laugh, to tell them a story. You want your audience to enjoy what you have written. A letter to a friend may describe in an amusing way your problems learning to use a computer.⁹
- e) To persuade. The writing might give reason the characteristic about something to persuade the readers to think or act a particular way.
- f) To entertain. The writing might be a funny story about what it is like.¹⁰

A.6 Paragraph

A paragraph is a collection of related sentences dealing with a single topic. A paragraph has three major structural parts namely, topic sentence, supporting sentence, and closing sentence. The topic sentence tells the main idea of the paragraph. It is usually the first sentence in the paragraph. The topic sentence will give your readers a preview of what the paragraph will be about. A well-developed paragraph has a good topic sentence that states its main idea. In addition, it will have three or four supporting sentences that support or explain the main idea introduced by the topic sentence. Supporting sentences may also be called details. The last sentence in your paragraph is called the closing or summary sentence. Its purpose is to restate the main idea of your paragraph. One way to do this is to reword the topic sentence so that the same main idea is expressed.¹¹

In the other explanation, paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one

⁹ Nancy M. kreml at ALL.2014. *The Use's guide to College Writing*. (USA: Pearson education). p.17

¹⁰ Sally Barr Ebess and Gerald J. Alred. 2004. *Writing From A to Z*. (New York: McGrawHill), P. 11

¹¹ Brenda Vance Rollins, Ed. D. 2009. *How To Write A Paragraph*. (Classroom Complete Press). P.9

sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

In the other words, paragraph is a short unit of writing that has a beginning, a middle and an end. Basically there are 5 kinds of paragraph that is narrative, descriptive, persuasive, expository, and opinion paragraph¹².

a. Narrative

A narrative paragraph gives the details of an experience or event in story form. It explain what happens in natural time order.

b. Descriptive

A descriptive gives a clear picture of a person, place, idea, or thing. Think of the word picture whenever you are writing a descriptive paragraph. Your writing need to make a word picture.

c. Persuasive

Persuasive paragraph is what you write when you express an opinion and try to convince the reader that your opinion is correct.

d. Expository

Expository gives fact, explain ideas, or gives directions.

e. Opinion paragraph

An opinion paragraph is similar to a persuasive paragraph. In each, you have a point to make. With an opinion paragraph, you need to focus on your opinion, state you think or feel about something, and support your point with your reasons for having such an opinion.

A.7 Narrative Paragraph

¹² Kathleen Christopher Null. 2010. *How To Write A Paragraph*. (USA)

Narrative, which tell a story. Oftentimes, narrative paragraphs do not have a a topic sentence. Usually the writer tell the action right away in chronological (time) sequence. Sometimes the paragraph begins with a general statement that sets the scene for the story that is about to be told. Very often, narrative paragraphs are written in the first person point of view. In other words, the writer tells a personal experience using the pronoun “I”.¹³

A.8 Narrative Writing

The narrative is the oldest structured form of human communication. Narration tells a story in order to develop a main idea. Although writers usually arrange narrative paragraphs in chronological order, they sometimes use such variations as flashbacks and flash-forwards. Some narratives include dialogue; some gradually lead to a climax, the most dramatic point in the story.¹⁴

a) Purpose of Narrative

Sometimes narrative writing can simply entertain the reader, however in formal academic writing, the purpose of a narrative paragraph is to inform or persuade. To add purposes, the topic sentence should establish a contention which the author will set out to prove in the paragraph.

b) Generic Structure of Narrative

The generic structure of narrative is as follows.¹⁵

1) Abstract

The stage of abstract serves as a short introductory remark to the story.

2) Orientation

The stage of orientation tells ‘who is who and where’. This is to say that the stage specifies who takes part in the story. The participants may be human or

¹³ Dr.Udis Lord,ph.D. 2005. Dr. Lord’s *Supersonic Speed Reading and writing*. (USA)

¹⁴ Donald Pharr and Shanti V. Buscemi. 2005. *Writing Today*. (New York: McGraw Hill). P.116

¹⁵ Anggraini Thesisia Saragih and Prof. Amrin Saragih. 2014. *Course Book Writing*. (Medan: Unimed Press). p. 113

non- human beings, such as animal and things. The stage also indicates the location, namely the place where the story takes places and the time when the story happens. In other words, the stage of orientation specifies the participants and circumstance of location covering spatial and temporal location.

3) Evaluation

At the evaluation stage, the narrator shows his/her judgments or comments of the events of the whole story. The evaluation stage may occur once, twice, there times or reiterated in unlimited times.

4) Complication

The stage of complication treats the crisis or climax in the story. This is the part of the story where something goes wrong and becomes a serious problem. The crisis is of great interest and suspense.

5) Resolution

The resolution stage explain efforts taken to solve the problem.

6) Coda

The stage of coda closes the story by additional remark.

The stage of abstract, evaluation and coda are optional. The stage of evaluation is reiterated and may occur before or after a certain stage.

c) Language Features of A Narrative

The language features usually found in a narrative are:¹⁶

- 1) Specific character or certain nouns as pronoun (e.g stepsisters, housework)
- 2) Time words that connect events to tell when they occur or we call it time connectives and conjunctions to order the events
- 3) Verbs to show the action that occur in the story

¹⁶ Annisa Rakhmi. 2002. *Let's Narrative A Text!*.(Jakarta Timur:Balai Pustaka).P.26

- 4) Descriptive words to portray the characters and setting
- 5) Use of past tense
- 6) The vocabulary is relevant to personal, emotive (sad,happy,etc)
- 7) Direct speech is used quite a lot
- 8) Adverb and adverbial phrases to show place and event
- 9) Adjectives which form of noun phrase

d) The Example of Narrative Paragraph

Terrible Vacation¹⁷

Orientation

I had a terrible day last weekend. I went out to visit some places of interest in Yogyakarta, unfortunately I got a serious problem with my car.

Complication

That day was so nice, and each of us looked very happy. We were only in two with Empira and planned to go to Yogyakarta to visit some famous places of interest there. We left for Yogyakarta at 7:00.

Nothing seemed go wrong in the beginning with our car, but funny sound began to come out of the engine as the trip got farther leaving our house. We thought that it was

¹⁷ Pardiyo, M.Pd.2007. *Pasti Bisa! Teaching Genre Based Writing*. (Yogyakarta: Andi Offset). P.103

nothing serious as I had the car checked two days before our trip. Unfortunately, the strange sound.

We thought that it was nothing serious as I had the car checked two days before our trip. Unfortunately, the strange sound became louder and to our surprise, the temperature signal told very hot up to the peak border. Not until our eyes got out of the signals, the car suddenly stopped and it got burnt. When I opened the cap, I found out that it ran out of water.

Resolution

We all got out of the car and thought what to do. We left the cap open and wait for the engine to cool down before we filled up the radiator tank with enough water. When everything was all right we tried to start the engine again, and fortunately it worked.

Coda

Although it was a little annoying, we were relieved that we could continue our trip, and the car was all right till we got back home.

A.9 Students' Achievement

Every people have skill and achievement in themselves, they will show develop and shows their skill with their ways. Student achievement is a result from students effort and skill. In other explanation, the students' achievement means that the students learn successfully an improve their knowledge with their effort and skill.¹⁸

There are many ways facilities that can be used such as hearing, sight, and heart. Allah says in the Al-Qur'an:

¹⁸ Hornby. *The Term Of Achievement*. www.davidsongfied.org/db/articles/id/10461/asp(accessed at 6 january 2015)

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: it is who brought you Forth from the wombs of your mother's when you knew nothing; and he gave you hearing and sight and intelligence and affection that you may give thank (Allah).¹⁹ (An-Nahl: 78).

A.10 SWELL

SWELL (Social-interactive Writing for English Language Learners) method was introduced by Teo. This method is applied to improve student ability in writing particularly in writing narrative. SWELL method provides “wh” question as the guidance for the students to get ideas. So, it was expected that students' achievement in narrative writing could be improve.²⁰

a) SWELL method Procedures

The following describes detail the procedures that teacher of English language learners can use to implement SWELL in their classroom.

Step 1 Ideas

To help students understand important components such as character, setting, problem, and solution in narrative writing, SWELL provides complete question, most of which begin with *wh*-words. They are:

Who did

What happened

¹⁹ Al-Qur'an, Departemen Agama (An-Nahl:78)

²⁰ Adeline(LEI) K. Teo. 2006. *The Catesol Journal* 18.1.(Taiwan: Chun Shan Medical University)

Where did it happen

Who are the important people (main characters) in the story

Why did he/she/they do that

What was the problem

How did he/she/they solve the problem

What happened next

Then what

Did anyone learn anything at the end? What was it

(As any other questions you can think of.)

To help writers stimulate ideas, the helpers raise the questions stand above in any order that seems appropriate, or the Helpers can put forth their own questions. As writers respond verbally to questions, they jot down key words and are encouraged to add any relevant information they might want to write about. The pairs then review the Writer's key words to establish some kind of rough order or organization for the writing. This could be indicated by numbering the ideas or, perhaps, by observing that they fall into obvious categories. Such categories could be color-coded, with the ideas belonging to them underlined or highlighted with a marker.

Step 2 Making Draft

The key words in the notes created in step 1 should be placed where both members of the pair can easily see them. In this step, there are five different stages as shown below, varying from the simplest to the most challenging degrees of task difficulty:

Stage 1: helper writes it all, writer copies it all

Stage 2: helper writes difficult words for writer

Stage 3: helper writes difficult words in rough, writer copies

Stage 4: helper says how to spell hard words

Stage 5: writers writes it all

The teacher choose one specific stage from the five stages given to the students before they move on to writing. However, one should keep in mind that stages chosen should not be stagnant. They should rely on the students writing development. In other words, teachers may choose a higher stage for the pair to work on when the students progress in their writing. They may also go back one stage (or more) when they find that their students encounter a particularly difficult stage.

After teachers choose a stage, the paired writers will receive instruction from the teacher regarding what they are expected to do in that particular stage. The pair than process to write. The teacher should emphasize that the writer does not have to worry too much about spelling when he/she is writing a draft. Emphasis at this point should be on having the students continue writing and allowing the ideas to flow.

Step 3 Reading

The writer read the writing aloud. If the Writer read a word incorrectly, the Helper provided support if the Helper capable do so.

Step 4 Editing

Helper and Writer looked at the draft together, and the writer considered where he or she thought improvements were necessary. At the same time, the Helper also considered if there were any improvements the writer might want to make. The problem words, phrases or sentence could be marked with a colored pen or pencil. There are five edit levels in this step; they are meaning, order (organization), style, spelling,, and punctuation. The writer

and the Helper should inspect the draft more than once, to check on the different criteria on each occasion.

The writer and the Helper should consider the five questions namely:

1. Does the helper (h) understand what the writer wants to say? (idea and meaning)
2. Does the writing have a clear beginning, middle, and ending? (order)
3. Are the words and sentences correct? (style)
4. Are the words spelled correctly? (spelling)
5. Is the punctuation correct and in the right places? (punctuation)

The order of each question shows the ranking of the importance of each criterion, the first question being the most important, and the last being the least. Question 1 and 2 are the two most important questions, the pair should pay attention to while editing the written products. With the question in mind, the Helper marks any areas the Writer has missed, and the Writer can make any additional suggestions about changes based on the writer's own reflection of their writing. Then the pair discussed the best correction to make, and when agreement is reached, the new version is inserted in the text (preferably by the writer). If the pair has doubt about spelling, they may refer to the dictionary.

Step 5 Making the best copy

The writer then usually copied out a neat or best version of the corrected draft. The Helper could provide help when necessary, depending on the skill of the Writer. The best copy was a joint product of the pair and both students should have their names on it. The pair then turned in the completed copy to the teacher.

Step 6 Teacher's evaluation

The last step, the students' writing will be evaluated by the teacher. Students will have an opportunity to receive comments and instructive feedback directly from the teacher. When the Writer and the Helper turn in their best copy, the teacher will meet with them

and provide them with explicit writing and grammatical instruction as well as corrective feedback. The teacher's comments focus on meaning/idea, order, style, spelling, and punctuation. The writer then were expected to review the correction and feedback together as a pair.²¹

A.11 Conventional Method

Conventional strategy is the strategy emphasized on reading and writing learning is about language through grammar-translation rather than learning to use language for communication language learning as a mental discipline with memorization of vocabulary lists and grammatical paradigms give high priority.²²

In conventional approaches to speaking instructions, language-focuses activities rather than learn focused activities are central. Teacher emphasizes pronunciation correctly, where the correctly, where the correct pronunciation is an essential component of conventional approach.

B. Related Study

There are some research did the research about English writing. One of them is a study by Ayu Wulandari. The researcher concerned on the effect of using SWELL method students' achievement in writing procedure text. This research was aimed to finding out the significant influence of SWELL method in writing procedure text at SMPN N 2 SELESAI. In this study, the writer used SWELL method to improve writing ability which is suitable for teaching procedure text.

Second are Sitti Asriati, Universitas Muhammadiyah Makasar. This research entitled, the use of social interactive writing for English language learners (SWELL) method to develop the students' ability to write narrative text. The objectives was to find out thee

²¹ Ibid, Adeline(LEI) K. Teo

²² B.W Robbinet, (1987), Teaching English to Speakers' of other Language, Substances and Technique, Minnessota, p.162

development of the students' ability to write narrative text. This type of this research was a classroom action research consisted of two cycles. The subject of this research were the students of class XI in consisted of 10 men and 16 women in SMA Muhammadiyah Sungguminasa, Gowa. The instrument of this research were writing test and observation. The research findings indicated that the use of SWELL method could develop the students' ability to write narrative text viewed from generic structure and language use. It proved by the students' mean score in cycle 2 test result was (77.81) which developed 16.31% from the cycle 1 mean score (66.98). it was highly developed from diagnostic test (D-test) mean score (58.69). the students' development in cycle 2 indicated that it had met the researcher score target (75), and considered to be successful criteria in developing the students' ability to write narrative text covering generic structure and language use.

C. Conceptual Framework

Writing is very important in English language learners. Writing is one of the communication process that should be acquired by student. Writing narrative paragraph is known as personal narrative when a person writes about himself or about his experiences. Each students' has different ability in writing a narrative paragraph. Some of the students are not enthusiasm in writing. They have difficulty in good writing a narrative paragraph.

A paragraph a basic unit of organization in writing in which is a group of related sentences develops one main idea. A paragraph can be a short as one sentence or as long as ten sentences. The number of sentence is unimportant; however the paragraph should be a long enough to develop the main idea clearly.

A narrative as a story, a retelling or a person's experiences. that persons and those experiences may be imaginary, fiction, or they may be real, as in biography. In writing narrative paragraph, the reader not only try to understand what the author wants to give, but also the reader should compare what their he writes and what he has known.

In order to develop this writing activity. There are numerous method that can give effect the students in writing. The method is very helpful to create a comfortable condition in learning since the students have opportunity to interact with the others by having discussion and give affect in their writing narration.

Applying SWELL method will have significant effect on the students' achievement in writing narrative. SWELL method provides the list of the questions for the learners, by answering and discussing these questions interactively. This method will help them to understand about writing narrative paragraph and also it will help the students to get and develop their ideas and make their class more relax and active in writing.

D. Hypothesis

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

H_a : there is a significant effect of SWELL method on students' achievement in writing a narrative paragraph

H_o : there is no significant effect of SWELL method on students' achievement in writing a narrative paragraph