CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains supporting theories and some reviews of previous research. It related to, writing, narrative text, and flowchart.

A. Writing

a. Definition of Writing

Nunan (2003) stated that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.

According to Harmer (2007), writing is a media of communication through writing message. Byrne (1988) states that writing is the process of communication that introduces graphic symbols such as word, and sentence later formed become good paragraph that convey a message to the readers.

b. Process of Writing

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Furthermore, Oshima (1997) stated that writing is never one step action: it is a process that has several steps. It means that writing is not instantly activity. It contains a process to exploring and reshaping the ideas so that it can be clearly understand by the readers.

Before starting to write or type, student should try and decide what they are going to write. For some written, this may involve making detailed notes, for others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, students have to consider the purpose of their writing since this will influence (among other things) not only of the text they wish to produce, but also the language they use and information they choose to include. Secondly, they should thing the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how, the paragraphs are structured, etc), but also choice of language-whether, for example, it is formal or informal in tone. Thirdly, students should have to consider the content structure of piece-that is, how best to sequence the facts, ideas or arguments which they have decided to include.

The second process is drafting, the drafting stage is where your really begin writing. The most important thing here is to get words onto paper. After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to begin with a topic sentence that states the main ideas, include several sentences that support the main idea, adjust the topic that not include information that does not directly support the main idea, arrange the sentences so that the other ideas make sense, and use signal words to help the reader understand how the ideas in your paragraph connected.

Editing, after students have produced a draft, then they usually read what they have written to see where it is wrong, perhaps the order of the information is unclear. Maybe the ambiguous way of writing is confusing. They can then move the paragraph or write a new introduction. They may use different words for certain sentences. More skilled students tend to look at problems of general meaning and overall structure before constructing detailed features such as individual words and grammatical accuracy. The last two, of course, are important and are often discussed later in the process. Reflecting and revising are often assisted by other readers (or students) who comment and make suggestions. The reactions of other readers to a piece of writing will help the writer make appropriate revisions.

The last is final version, once students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

These explanations above shows that there are four steps in writing process that should be done if someone wants to write clearly start from planning, drafting the editing and the last final version. The writing process provides the students a series of planned learning experience to help them understand the nature of writing at every point. Therefore, the process of writing is important to create a better writing.

c.   Types of Writing

Types of writing activities to perform writing should be based on students' level and capacity. According to Brown, there are five major categories of classroom writing performance. The first is imitative or writing down, this type is at the beginning level of learning to write. Students will simply write down English letter, words and possibly sentences in order to learn the conventions of the orthographic code.

Intensive, or controlled. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure throughout. Self-writing, The most stand-out instance of this category in classroom is note-taking by the students. Diary or journal writing also belongs to this category. Display writing, for all language students, short answer exercise, essay examination and research reports will involve an element of display. One of the academic skills that's students need to master is a whole array of display writing techniques. The last is real writing, some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

From the theories above, teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the level and capacity of student's. In addition, writing practices including writing paragraphs or simple essays should be based on

standards of competence and the basic competencies. Those efforts above should be done well to improve the student's writing skill

d.   Purposes of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write.

Braine and May (1996) defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In other words, writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas

In addition, based on Kemendikbud (2013) Standar Kompetensi (SK) and Kompetensi Dasar (KD), the first grade of the high school students are expected to be able to convey their ideas in term of simple narrative text.

B. Narrative Text

a. Definition of Narrative Text

Narrative paragraph is one of writing which is characterized by telling a story. Celce-Murcia and Olshtain (2000) state that the narrative is structure around a chronological development of events and is entered on a person. It is usually personalized and tells about the events related to the person or persons involved. There are some generics of literary text which are classified as the narrative text. Some of them are folktales, includes fables, legend, myth, or realistic tales and mysteries, fantasy, science or realistic fiction.

b. Generic Structures of Narrative Text

There are generic structures of narrative text.

a) Orientation (introduction)

In contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that make the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was/ where, where it happened, when it happened.

b) Sequence of events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is the middle of story.

c) Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

d) Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

e) Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied.

c. **Example of Narrative Text**

Orientation:

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Complication:

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away.

The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Resolution:

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

Source : https://bocahkampus.com/contoh-narrative-text

C. Flowchart

a. Definition of Flowchart

A flowchart is a collection of several frames or shapes that compose to be a diagram that sequences in a systematic way begin from the start until the end. A flowchart is a program that uses a symbol, "chart" that "flows", or arranged in a logic program.

According to Mujilan (2012: 34), flowchart is a system that used to show the process of information like logic flows, input, output, data storage; and an operational process such as physical flows, activity, and entity. Based

on Nathan (2016: 2), flowchart were a schematic representation of the logical structure of a computer program.

Flowchart can be a media or method of study because it is very simple and systematic, so it can help the students developing their ideas to make a written article. Usually, a programmer uses a flowchart when they will make a program or application to solve a problem.

b.   **Types of Flowchart**

There are some types of flowchart :

1. System flowchart

     System flowchart is a chart that shows a workflow or a what the program is running in the system that explained with complete and thoroughly.

2. Document flowchart

     Document flowchart is a form flowchart or a paperwork flowchart that used to show a flow of a report forms.

3. Schematic flowchart

     The schematic flowchart has the same meaning as the system flowchart. Both of them are used to show the workflow or the program running in the system. However, the difference is in the symbols used. In the schematic flowchart, the writer can use not only a flowchart's symbols but they can use the other symbols like a computer or other tool to make the reader easier to understand.

4. Program flowchart

Program flowchart is a flowchart that explains a step by step of the process of the program.

c. Advantages of using flowchart

There are some advantages that can be given by flowchart, they are:

1. Flowchart can make the students more interested to write.

2. Flowchart can increase the students creativity.

3. Flowchart can facilitate the students to solve their problem with a systematic way.

4. Flowchart can make the students' ideas more arranged orderly.

d. Procedures of Flowchart

A flowchart is a representation of mind, idea, or concept that made systematically. There was no absolute formula to make a flowchart, so the writer can make a different variety of flowchart appropriate with their mind.

In general, a flowchart is categorized into three parts these calls input, process, and output. In computer systems, flowchart divided into five parts these are, start, read, decision, process, and end. The symbols of "start" and "end" are the terminal point symbols that show the beginning or the end of flowchart. The symbol of "read" is the input system of flowchart. The symbol of "decision" is the symbol that used to chose the decision or process base on the system. The symbol of "process" is used to show the computer's process or activity.
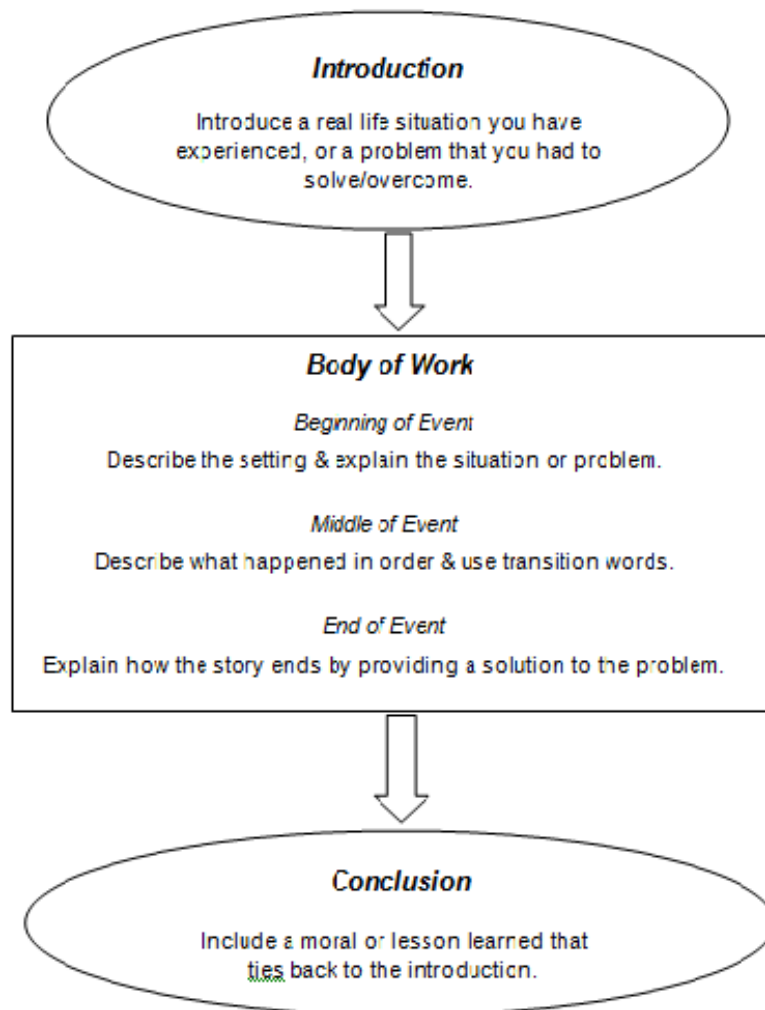
D.   Previous Study

To make sure that this research is a form of development from the previous research, it is needed to include previous study in chapter two. Previous research that discusses the same technique as this research such as :

The first previous study was written by Riandini, Usman and Maf'ullah in 2019. The purpose of this research is to investigated the impact of flowchart on

students' ability in writing procedure text of tenth grade students at SMA Negeri 1 Parigi Tengah. This research apply a quantitative research and quasi-experimental research design. Based on the explanation above, there are similarities and differences between that previous study and this research. The similarities are from the research method applied and the use of Flowchart. The difference is from the variable and object of the study.

The second previous study was written by Syukur and Wahyono in 2021. The objective of their research is to find out the effectiveness of flowchart to improving students ability in writing paragraph. The purpose of this research is to finding out the use of flowchart in improving the ability of the fifth semester students of Informatics Engineering Study Program of Cokroaminoto Palopo University to write paragraph and to find out the interest of the students to write paragraph by using flowchart. This research apply a pre-experimental method with quantitative form. Based on the explanation above, there are similarities and differences between that previous study and this research. The similarities are from the research method applied and the use of Flowchart. The difference is from the variable and object of the study.