

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter is discussed about the review of related literature. It consists of Writing skill, Narrative Text and the Problem in Writing. In the discussion of writing skill, the researcher elaborates the definition of reading, basic of reading and writing process. In the discussion of narrative text, the researcher elaborates the definition of narrative text, the generic structure of narrative, language features of narrative and the types of narrative. And the last discussion is the problem in writing.

#### A. Writing Skill

In writing, there are some points which need to be discussed. They are:

##### 1. Definition of Writing

Writing is one of four skills in English is defined as a way of gaining control over our ideas and getting the down on paper. It is a complex process that allows writer to explore thoughts and ideas and make them visible and concrete. It contains of some component, such as grammar, mechanic, vocabulary, text organization, and developing ideas.<sup>4</sup> To make clear and understand about writing, the writer will explain about definition from many experts, such as:

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<sup>4</sup> Purnomo. 2010. *Pembelajaran Menulis Bahasa Inggris di SMA*.

According to Sutanto (2007:1), writing is the process the expressing ideas or thoughts in words<sup>5</sup>. Harmer (2004:86) in *How to Teach Writing* states “writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities”<sup>6</sup>

Another definition is given by Tarigan (1986: 15) defines that writing can be interpreted as activity to present the ideas by using written language as conveyer media.<sup>7</sup>

From definition above the writer can conclude that writing is a process or a way to explore our ideas in the form of written language. By using writing, we can share our idea, feeling or anything that exist in our mind.

## 2. The Basic of Writing

There are four basic of writing.<sup>8</sup> They are:

### 1. Unity

Unity is advance a single point and stick to that point. It is important for a paragraph to have unity, which means that all of the sentences. All sentences in a paragraph should focus on the one thing expressed in the topic sentence.<sup>9</sup> It discusses only one main idea.

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<sup>5</sup> Sutanto Leo, et al. 2007. *Essay writing*. Yogyakarta: C.V. Andi Offest. page. 1

<sup>6</sup> Jeremy Harmer. *How to Teach Writing*. (New York: Logman. 2004). Pages 86

<sup>7</sup> <http://duniabaca.com/pengertian-menulis-menurut-para-ahli.html> (accessed on 02 mey 2013)

<sup>8</sup> John Langan. *College Writing Skill with Reading*. New York :McGraw-Hill.2008.Page 140

<sup>9</sup> Barli Bram. 1995. *Write Well Improving writing Skills*. (Yogyakarta: Kanisius). Hal 20

Every supporting sentence must directly explain or prove the main idea, which is state in the topic sentence. If there are sentences in paragraph that are not directly related to the main idea the paragraph is said to have no unity.

## 2. Support

The aim of this basic is support the point with specific evidence, support will make writing more interesting.

## 3. Coherence

Coherence is organized and connects the specific evidence in addition to unity; every good paragraph must have coherence. Coherence means that the parts of the paragraph are logically connected. In way to achieve coherence is through the use of transitional signal.

## 4. Sentence skills

Sentence skill means that there is clear and free form the error and mistake. It is almost the important that the basic of writing above. This is about the grammatical skills that have to get attention, especially for the new learners of writing in English.

## 3. Writing Process

According to Harmer, writing something always uses writing process. For example, when we make shopping list, of course we often think if that is a matter of course. Whereas, in writing shopping list, without we feel, we do process in writing, such as when we change our

shopping list namely we will deleting or adding items on the list. This is simple example for process in writing.

Writing is a thinking process. Therefore, there are four main elements in writing process.<sup>10</sup> They are:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning, writers have to think about three main issues. In the first is the purpose of their writing, experienced writers must consider the purpose of their writing because this will influence the type of text they want to produce, the language they use and also information they choose. Secondly is audience, experienced writer will write with thinking audience because audience will influence with our writing (how the paragraphs are structured and the choice of language, for example it is formal or informal in tone, etc). The last is content structure; writers must consider the content structure of the piece, that is, how best to sequence the facts, ideas, or arguments which have decided to include in their writing.

b. Drafting

In the drafting usually there are some ways what we do, such as Put the information you researched into your own words. Write sentences and paragraphs even if they are not perfect. Read what you

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<sup>10</sup> Jeremy Harmer. 2004. *How to Teach Writing*. New York: Pearson Education Limited. Page 4



have written and judge if it says what you mean. Show it to others and ask for suggestions.

c. Editing (reflecting and revising)

Writers have produced a draft they then, usually they read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear or ambiguous or confusing. Then they will move their writing or write new writing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Writers have edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both the origin plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

## **B. Narrative Text**

There are at least four points to discuss about the narrative text. They are:

### **1. Definition of Narrative Text**

Narrative text is a kind of text to retell the story that past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

## 2. The Generic Structure of a Narrative Text

The generic structure of Narrative text consists of three parts:<sup>11</sup>

1. Orientation describes scene and Introduces of the participant of the story.
2. Complication : Illustration of problem. This part includes situations, activities or events that lead problem /complication to the climax.<sup>12</sup> (A problem arises followed by other problem).
3. Resolution : Solution of problems (show the end of the story)<sup>13</sup>

A resolution is in which the characters finally sort out the complication. The problem or complication is solved here. (Solution of the problem).

The structure of narrative text occurs in the text variously.

A text may have only one complication and resolution but another text may have more than one complication and resolution.

## 3. Language Features of Narrative Text

The language features usually found in a narrative are:

1. Specific characters (Using past event or tenses (past tense).
2. Time words that connect events to tell when they occur such as then, before, after, meanwhile, et cetera.

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<sup>11</sup>Achamd sugeng, et al. 2008. *Developing English Competencies for Senior High School (SMA/MA)*. (Surabaya: PT JeP Press Media Utama). Page 41

<sup>12</sup>Nur Zaida. 2009. *Practice Your English Competence*. (Jakarta: Erlangga). Page 59

<sup>13</sup>Ibid. 60

3. Descriptive words to portray the characters and settings such as one day, long time ago, one upon time, et cetera.

#### 4. The Types of Narrative Text

According Anderson Mark and Kathy in the book of Text Type in English 3, there are many types of narrative including:<sup>14</sup>

- a. Humor

A humorous narrative is one that aims to make the audience laugh as part of telling a story. For example: misery guts, funny trip.

- b. Fairy tale

It is also called tall tale or tall story. It is a story that exaggerates (make events/things seem large, better, or worse than they actually were). For example: an Indian pet fish, the story of Paul Bunyan.

- c. My stories

My story is like an experience based on the writers. The story is about their experience in their life or about their journey. For example: My journey in Bali island, my first love, and the exciting trips, My best experience, unforgettable journey.

- d. Fables

Stories that point out lessons are called fables. Fables entertain, but they also tell important truths about the way people act. Some writers of fables state the lesson, or moral at the end of the story. For example: the fly and the bull, the lion and the goat.

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<sup>14</sup> Mark & Kathy Anderson. Text Types in English 3. Camberra: Macmillan. 1997. Page 33.

e. Romance

The romance narrative typically tells two lovers who overcome difficulties to end up together. Romance is the story about love or stories about a couple like Romeo and Juliet.

f. Adventure

This is kind experience of journey. The journey is like experience in a journey in the nature or others. For example: the adventure of tiger, ant journey to around the world.

g. Myths

Myth is an ancient traditional story about gods, magic, and heroes. For example: The story of Batara Kala, the story of Gatut Kaca.

h. Legend

This is also kind of narrative. For example: The legend of White Snake, the legend of Banyuwangi, Bandung Bondowoso and Roro Jongrang (The legend of Prambanan temple).

### C. The Problems in Writing

Dafidof (1988) says that problem is the condition where the human being is found the difficulty and encounters the obstacles.<sup>15</sup> This problem is caused by condition which is unable to reach or fail in the problem solving.

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<sup>15</sup> Linda L. Dafidof. *Psikologi Suatu Pengantar*. Jakarta: Erlangga. 1988. 379.



The writer discussed the students' problems based on several elements. They are content, organization, vocabulary, language use, and mechanics.

#### 1. Content problem

In writing, the problems of writing content based on relevance, clarity, originality, logic. The problem based on limit or unlimited knowledge. In content problem also based on there is or there is not generic structure narrative text.

#### 2. Organization problem

In writing, the problems of writing organization based on writing a paragraph, determine a good topic and support the topic with use a good ideas or support the point with specific evidence, support will make writing more interesting.

And also the problems of writing organization based on unity and cohesion, to unity, the problem based on there is or there is not prove main idea or every supporting sentence must directly explain, which is state in the topic sentence. If there are sentences in paragraph that are not directly related to the main idea the paragraph is said to have no unity.

For cohesion, the problem based on organized and connects the specific evidence in additional unity, every good paragraph must have coherence. Coherence means that the parts of the paragraph are logically connected. In way to achieve coherence is through the use of transitional signal.

### 3. Vocabulary problem

In writing, the problem of writing vocabulary based on word choice, namely vocabulary and idiom. It means that writing vocabulary based on word or idiom form, choice and usage whatever vocabulary and idiom have sophisticated range, adequate range or limited range. Vocabulary also deals with the ability of choosing appropriate word.

### 4. Language use problem

In writing, the problem of writing language use based on simple or complex instruction and grammatical accuracy problem. Grammatical accuracy deals with the accurate use of the structure, or how the learners get their utterance correct. Since knowledge of grammar is essential for competent user language, it is clearly necessary for all students. Obviously, for example students need to know that verb in the third person singular have an "s" ending in the present (e.g. he swims, she runs, it takes).

### 5. Mechanics problem

In writing, there are some problems about mechanics, such as in writing spelling, punctuation and capitalization.<sup>16</sup>

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<sup>16</sup> David P. Harris. Teaching English as a Second Language. New York: McGraw hill book company. 1969. Page. 77