

CHAPTER II

LITERATURE REVIEW

This chapter outlines a review of related literature used in this study. Related literature review aims to provide previous studies and information related to research problems, including consisting of Concept of writing, Ability, Narrative Text, and Previous Study.

A. Concept of Writing

1. Definition of Writing

Writing is one of the basic skills in English that needs to be mastered by learners apart from listening, speaking, and reading. According to Reszy (2013) to develop ideas and involve them in reading material, students must be able to articulate their views in writing. Writing helps pass on information and expertise to others. Therefore, writing is considered a channel of communication between writers and readers. Nunan (2009) argues that writing is a useful activity for preparing for work in skills other than listening, speaking, and reading. This preparation allows words that have been used receptively to be used productively. Writing is also considered an indicator of students' success in learning English because writing is a productive skill in helping students to develop their ability to express ideas or thoughts and also what they feel.

In addition, Hairstone (1986) defines writing as a means of discovery. Writing creates new ideas by helping us make connections and recognize

relationships. Writing also helps us to recognize ideas or thoughts so that we can organize them into a clear form. And also writing helps us as active learners, not passive learners.

The definition of writing is also conveyed by Harmer (2005) he argues that writing is a productive skill that requires emotions and thoughts and needs to be practiced. The practice can be in the form of copying sentences or words from an idea based on experience, knowledge, or from the point of view of the author. Writing helps us find ideas and also helps us process information that can be shared with others.

From the opinions above it leads to the conclusion that writing is not as simple as language. Writing is a skill that can and needs to be learned by anyone who has the desire to express opinions, feelings, thoughts, or anything else. According to Hardi (2020) Writing is not a natural skill because it cannot be acquired directly and easily. To acquire this writing skill, a person must have sufficient writing practice. This exercise aims to develop a person's ability to write and express ideas in a good essay. Writing is also a means of communication which makes this skill difficult to master as it is an unnatural one that requires hard thinking, as well as methods of remembering and thinking.

2. Process of Writing

There are four steps that the author needs to take. According to Oshima and Hogue (2007), the writing process includes:

a. Pre-writing

Pre-writing means preparation before writing, including ideas and plans for what will be written.

b. Organizing

In this phase, the ideas are organized into the necessary simple framework

c. Writing and revising drafts

In this step, the writer writes ideas and sentences that are not in the outline without thinking about grammar, spelling, or punctuation using the outline.

d. Revising

The final step in writing is used to perfect the writing, which involves carefully checking the text by checking for punctuation, spelling, order, or mechanical problems.

3. Aspect of Writing

Brown has put forward five aspects of writing that writers need to write well. These aspects are vocabulary, grammar, mechanics, content, and organization.

a. Vocabulary

A writer must be careful with the choice of words. This means, when writing a student must pay attention to the words he uses because each word can have a different meaning. In other words, to produce good sentences, the writer must make choices. the right words so that the idea of the sentence can be conveyed accurately and clearly.

b. Grammar

Grammar focuses on patterns or rules in constructing English sentences. In other words, it refers to the correctness and accuracy of the correct use of English grammatical structures, focusing on how words, sentences and texts are put together. This element consists of grammatical and syntactic patterns. When measuring writing skills, teachers test sensitivity to grammatical patterns depending on the genre of writing. So, students should pay close attention to the correct use of grammar to produce good and meaningful sentences.

c. Mechanic

Mechanics refers to the appearance of words, how to spell them, or how to organize writing. The rules in this mechanism are intended to make the writing appear consistent and clear. In addition, mechanics represents an economical and efficient way of writing. Mechanic this study refers to the use of punctuation, spelling and capitalization.

d. Content

An important aspect of writing is the content. The content of a piece of writing is related to its ability to provide clear information depending on the topic in the piece. On the other hand, content is an important aspect because it refers to the clarity of the paragraph, including clarity of examples, reasons, and word choice. To get good written content, the writer must provide clear information and supplement it with additional information so that readers understand the writer's ideas.

e. Organization of Ideas

Organization skills refer to the ability to organize ideas into logical sequence paragraphs. According Reep (2013), a paragraph achieves coherence when sentences are executed in an order that supports point by point. Transition or linking words and phrases facilitate cohesion by showing relationships between ideas and creating a smooth flow of sentences. Sentences in a paragraph should also be arranged in a logical order to make an integrated contribution to the entire paragraph. And a good paragraph also has elements of unity and coherence.

4. Cause of Writing Problem

Various causes of writing problems according to Adas and Bakir (2013) are as follows:

1. Teaching methods and environment are the main causes of weaknesses in English.

2. English learners have limited vocabulary. This causes students to repeat the same words, which hinders creativity.
3. English learners do not use invented spellings and their writing is limited to words they know.
4. Their writing is difficult to understand because the sentence structure is not well structured.
5. When students read their writing aloud, they cannot distinguish whether what they are reading or writing is correct or incorrect.

5. The Advantages of Writing

According to Huy, there are several benefits to writing, including:

1. Writing is a good way to help students develop their ability to use vocabulary and grammar and improve their ability to use language.
2. Writing is a way to approach modern information technology and human knowledge.
3. Writing is an important tool in supporting skills. If a student has good writing skills, they can speak and read texts more effectively.

6. Teaching and Learning Writing

Teaching is an activity that aims to guide and facilitate learners, enable learners to learn, and regulate learning conditions. In this sense, means a teacher must guide and facilitate learners or students to learn. It hoped that guiding and facilitating learning from the teacher will make it easier for students to understand the material. In addition, a teacher must also be able to

create good and comfortable conditions for students to learn. A teacher must also have good interactions with students to know their character.

Tomlinson means that learning is usually regarded as a conscious process consisting of a commitment to remember information that is relevant to learn. This means that learning is the process of gaining knowledge in a conscious state.

Writing is one of the four skills that are part of the syllabus for learning English. Brown (2007) argues that writing is a thought process. Writing can be planned and provided with unlimited revisions before publication. In other words, writing is a process of exploring thoughts or ideas on paper in a meaningful way.

From the explanation above, it can be understood that teaching and learning to write means the process of guiding and helping students to gain knowledge in a conscious condition by exploring thoughts or ideas in written form in a meaningful way.

B. Ability

Ability comes from the adjective “able,” which is the same as the meaning of “can”. The ability to show a feat that can be done in this time. Another definition of ability is the potential ability or power to do something, physically or mentally. Beyond that, the ability is an innate profile of biopsychological potential that represents a coordinated individual intelligence profile. When we talk about ability, we are also talking about an action, mental and physical. Because competence reflects a person's ability to do something. Mental actions

alone cannot be called skills, nor can physical actions be. Intention without implementation is not called a skill, because everyone can have intentions, but not everyone can realize them. Ability is a mental action in which a student's learning ability can be derived from the learning results themselves. Students have different skills in mastering the material, even though they are taught by the same teacher

C. Narrative text

1. Definition of Narrative Text

The opinion of Oshima and Hogue (2007) regarding narrative text, is that narration is story writing. Narrative writing presents stories or events that happened in the past involving characters. According to Mark Anderson in his book text types in English "The narrative text type to tell a story its purpose is to present a view of the world that entertains or informs the reader or listener". This relates to the type of recount text. Otong Setiawan (2007) explains that narrative text is a type of text about legends and resolutions that aims to provide entertainment to the reader.

Pardiyono (2010) explained that narrative text is a story text consisting of a climax followed by a resolution at the end of the story. Stories are not only fictitious like legends, and fables but also fiction, non-fiction, or true stories.

Based on the definition above, the writer concludes that narrative text is a form of the story that tries to clearly describe to the reader an event that happened in the past. Narrative story text consists of a climax and resolution

at the end of the story and narrative text is not only fictitious but also non-fictional or true stories.

2. Purpose of Narrative Text

Pardiyono (2007) states that purpose of narrative text is to amuse or entertain and deal with actual or imaginary experiences in different ways. From the point of view of researcher based on the definition of narrative text, the main purpose of narrative text is to tell a story that can entertain and provide a moral message to the reader. That is after readers read the text they will be entertained, get information from a story and get moral lessons for their lives. In the explanation above, there are three objectives of narrative text, the first is from the author's point of view and the second is from the reader's point of view. From the author's point of view, he can tell or create a narrative story and entertain the reader. From the reader's point of view, after reading the text it can entertain them, then they get information in the form of a moral message that can be a life lesson.

3. The Generic Structure of Narrative Text

Narrative text structure is useful for creating a framework that unites the story and gives it shape. The steps for building a narrative are generally as follows:

1. Title : the title is the name of the initial part in a certain context.
2. Orientation: this part is the introductory part or opening chapter of the story which tells the audience about who is in the story when the story takes place, and where it takes place.

3. **Complication:** this section begins to tell about something that will become a series of events. These events will affect one or more characters. In addition, this section shows the problems in the story.
4. **Resolution:** resolution describes solving a problem through its complications and providing an ending to the story. This section is at the end of the story. Here, problems that occur in complications will be solved.
5. **Coda:** this section contains comments or moral messages based on what has been learned from the story.

4. The Language Features of Narrative Text

According to Sudarwati and Grace (2007), the language features of narrative text consist of:

1. **Noun phrases.** Explaining nouns or pronouns, in other words explaining specific and individual participants with clear identities
2. **Adverbial phrases of time and place.** Describe when and where the event occurred
3. **Simple past.** The use of the simple past in narrative text because it tells about the past or past events
4. **Material processes/action verbs, verbal processes/saying verbs, and mental processes.** Verbs that are included in stories such as action, speech, and mental verbs.

D. Previous Study

Several studies have been conducted which are relevant and related to students' ability in writing. These studies have similarities as well as differences with this research. Several previous studies that support this research are cited as follows:

Resky Yuniarti J, An Analysis of Students Ability in Writing Descriptive Text Based on Its Generic Structure at The Tenth Grade Of SMAN 3 Parepare (2021).

This research focuses on students' skills in writing descriptive texts. Researchers used descriptive design with a quantitative approach. Based on the results obtained, most students can create descriptive texts with the correct generic structure; there is identification, and out of 30 students only 1 student still does not understand identification in descriptive text. And descriptions: out of 30 students, only 1 student still does not understand the description in descriptive text. Meanwhile, in the accumulation of substantive generic structure analysis, there were 14 students who obtained a score of 4 with a percentage of 46.7%, there were 11 students who obtained a score of 3 with a percentage of 36.7%, there were 5 students who achieved a score of 2 with a percentage of 16.7% and there were 0 students who achieved a score of 1. Researcher concluded that for 30 students consisting of 15 men and 15 women, a total score was achieved (99) with a percentage of (82.5%). The result of the data analysis was that students' skill in writing descriptive texts in the tenth grade of SMAN 3 Parepare was categorized as excellent.

Yuly Nur Asri, An Analysis of Students' Writing Ability in Narrative Text by Using Pictures During Online Learning at Grade X MIPA SMAN 1 Lubuk Dalam (2022). Researcher use qualitative methods. The results obtained show that the researcher can conclude that most students have good categories in all aspects, even though there are still students who have poor categories in two aspects, Content and Organization aspects. Students who achieved a poor category scored 13.5 (4.55%) on the content aspect and scored 11 (4.55%), 12 (4.55%), and 12.5 (4.55%) on the organization. The results analyzed are based on five aspects of writing, in terms of content, the average of the content criteria has been awarded 25 points, the highest score has 29 points and the lowest has 13.5 points. According to organizational criteria, the average is 16 points, the highest score is 19 points, and the lowest score is 11 points. In vocabulary criteria, the average is 17.3, the highest score is 20 points and the lowest score is 14 points. For the language use criteria, the average is 21, the highest score is 24.5 points, and the lowest score is 14.5 points. According to mechanical criteria, the average is 3.5 points, the highest score is 4 points, and the lowest score is 2.5 points.

Cindy Ochtaviana Putri, An Analysis of Students' Ability in Writing Descriptive Text of the Tenth Grade of SMAN 3 Kediri (2022). This study uses a descriptive qualitative method. The results showed The researcher found 20 students (57,1%) is fair classification and 15 students (42,9%) is good classification. Based on the data analysis, findings and discussion it was shown by the test with the mean score 73,9 is fair classification. Student scores for five aspects, namely content, organization, vocabulary, language use and mechanic.

Students X Mipa 3 were who got good classification the four components of content, organization, vocabulary and mechanics tend to get a good to average score. while for the language component, their ability score is classification fair to poor score with a percentage of 27 Students (77,2%) and according to the results of interviews from both teachers and students, it can be concluded that the students' ability to understand the use of language in writing descriptive text is still lacking.

Based on the description above, there are several similarities and differences in this study. The similarities are that this study uses descriptive qualitative research, and analyzes students' ability in writing texts. However, the difference lies in the research objectives where this research focus on students ability, the object studied in this research is tenth grade at senior high school, the theory used in this research, research instrument and the result of the data. So from the explanation above, this study will analyze the students' ability in writing narrative text in eleventh grade of SMAN 6 Kediri.