

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents the review of related literature. It concerns with theoretical framework underlying this study, which is presented in detail. This chapter presents definition of writing, writing process, purposes of writing, generic structure of narrative text, language features of narrative text, definition of short story, and elements of short story.

#### **A. Definition of Writing**

Joy Wingersky states that writing is a way of gaining control over your ideas and getting them on paper. Writing is a process through which you discover, organize, and write your thoughts to communicate with a reader.<sup>11</sup> Based on Joy's statement, writing is used to control ideas when the writer wants to write on the paper. In writing, the writer would find ideas which can make a good essay and make the reader easily understand the essay.

Meanwhile, Cynthia A. Boardman states that writing is continuous process of thinking and organizing, rethinking and reorganizing.<sup>12</sup> It means that good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied.

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<sup>11</sup>Joy Wingersky, Jan Boerner, and Diana Holguin-Balogh, *Annotated Instructor's Edition: Writing Paragraphs and Essays* (California: Wadsworth Publishing Company, 1992), 3.

<sup>12</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate: Paragraphs and Essays* (University of California, San Francisco: Longman, 2002), 11.

## B. Writing Process

Harmer mentions the four steps of the writing process, they are: planning, drafting, editing (reflecting and revising), and final version.<sup>13</sup>

### 1. Planning

In this stage, the writers have to think about three main issues. First, they have to consider the purposes of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Second, experienced writers think of the audience they are writing for, since this will influence not only the shape of writing but also the choice of language – whether, for example, it is formal or informal in tone. Third, they have to consider the content structure of the piece (how best to sequence the facts, ideas, or arguments) which they have decided to include.

### 2. Drafting

In the drafting usually there are some ways what the writer do, such as put the information that the writer researched into their own words. Write sentences and paragraphs even if they are not perfect.

### 3. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

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<sup>13</sup>Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), 4.

Reflecting and revising are often helped by other readers (of editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

#### 4. Final Version

Writers have edited their draft, making the change their consideration 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 writer is now ready to send the written text to its intended audience.

### C. Purposes of Writing

When a person writes something, he or she has purposes for writing. The writer may have motivations of which he or she is unaware. Commonly there are three purposes in writing. They are:<sup>14</sup>

#### 1. Writing to Entertain

Entertain does not necessarily make the reader laugh but it at least engages their feelings in some way. People who read imaginative writing can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve the emotions. Writing that involves emotions can also be reflective or contemplative. The examples are novels, stories, poems etc.

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<sup>14</sup>Kate Grenville, *Writing from Start to Finish a Six Step Guide*, (Australia: ALLEN&UNWIN, 2001), 1 – 2.

## 2. Writing to Inform

Inform tells the reader about something. It can also be entertaining but that is just a bonus is not the main purpose. The examples are newspaper articles, scientific or report business etc.

## 3. Writing to Persuade

Persuade tries to convince the reader of something. It includes the opinions but as part of logical case backed up with the evidence. The examples are advertisement, some newspaper and magazine articles etc.

## D. Generic Structure of Narrative

Narrative is a story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).<sup>15</sup> According to Emi Emilia the social purpose of narrative are entertains and instructs via reflection on experience. And also deals with problematic events which individuals have to resolve for better or worse.<sup>16</sup>

Generic structure should be contained in narrative text. It is used to distinguish one text with another. According to Emi Emilia there are four parts of the generic structure in narrative text, orientation, complication, evaluation, and resolution.<sup>17</sup>

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<sup>15</sup>“English Glossary”, *Australian Curriculum, Assessment and Reporting Authority*, (December, 2012), 3.

<sup>16</sup>Emi Emilia, “A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia” (Dissertation, University of Melbourne, Australia, 2005), 49.

<sup>17</sup>Ibid., 49.

### 1. Orientation

Orientation provides relevant information about the characters' situation. It also tells the physical context of the story, including who are the characters, what they do, when and where they do it. It gives a hint about the problem which the characters will encounter.

### 2. Complication

Complication introduces one or more problems for characters to solve. It is the reason why the story is told. This is where the reader discovers the problem and something happens which the characters do not expect.

### 3. Evaluation

Evaluation highlights the significance of the events for characters. This creates suspense and makes the reader want to find out what will happen.

### 4. Resolution

Resolution sorts out the problems for better or worse. All of narratives must have an orientation and a complication with an evaluation and resolution. The complication is the centre of the narrative. It is the reason why the story is told.

## **E. Language Feature of Narrative**

Emi Emilia states that narrative generally includes the following language features, they are using connective that show sequential time, using past tense,

using action verbs that show what happen, using verbal processes, using descriptive language in describing something or someone.<sup>18</sup>

### 1. Time Sequence

Generally speaking, time sequence is chronological order of events. For instance, slice onion, garlic, and chili, **then**, stir-fry them on a pan.

### 2. Past Tense

Narrative is about events in the past and the storyteller must be able to use a number of different past tenses to represent things that happened in the past.<sup>19</sup>

- Simple Past Tense

We use this tense in the narrative for events which were completed in the past. Most simple past tense verbs end in *-ed*: *sail*→*sailed*. Many common verbs take a special past tense form: *fight*→*fought*.

- Past Perfect Tense or Past in the Past

We use this tense for events which were completed before the main events of the story. The form of this tense is: *had* + past tense form of the main verb, example: *play*→*had played*. Some verbs use a special past form after having verb: *fall*→*fallen*.

- Past Continuous Tense or Present in the Past

This tense tells about events which happened at the same time in the past. The form of this tense is: *was/were* + (verb + *ing* ending), example: *play*→*was playing*.

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<sup>18</sup>Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizki Press, 2011), 93.

<sup>19</sup>Susan Feez and Helen Joyce, *Writing Skills: Narrative and Non-Fiction Text Types* (Australia: Phoenix Education, 2000), 28.

### 3. Action Verb

An action verb is a word that expresses an action that the subject of a sentence does, did in the past, or will do in the future.<sup>20</sup>

### 4. Verbal Processes

Verbal processes are processes of communication. Verbal Processes contribute to the creation of narrative by making it possible to set up dialogic passages. The participants are: sayer (the one who communicate/the addresser), receiver (the one receiving the message/the addressee), and verbiage (the content of what is said or indicated).<sup>21</sup>

### 5. Descriptive Language

Descriptive language is language intended to create a mood, person, place, thing, event, emotion, or experience. Descriptive language uses images that appeal to the reader's senses, helping the reader to imagine how a subject looks, sounds, smells, tastes, or feels.<sup>22</sup>

## F. Definition of Short Story

A short story is a piece of prose fiction which can be read at a single sitting.<sup>23</sup> According to Esenwein (in Current-Garcia) a short story is a brief, imaginative narrative, unfolding a single predominating incident and a single

<sup>20</sup> "Action, Linking and Auxiliary Verbs: Definitions, Functions & Examples", *Study.com*, <http://study.com/academy/lesson/action-linking-and-auxiliary-verbs-definitions-functions-examples.html>, accessed on 3 of June 2015.

<sup>21</sup> Mick O'Donnell, *Language, Function, Cognition: Transitivity and Construal Analysis*, (Madrid: Universidad Autonoma de Madrid, 2011) 4.

<sup>22</sup> "Figurative and Descriptive Language", *Engrade*, <https://wikis.engage.com/figurativeanddescriptive>, accessed on 3 of June 2015.

<sup>23</sup> J. Menrath, *Definition of the Short Story*, 2003.

chief character: it contains a plot, the details of which are so compressed, and the whole treatment so organized, as to produce a single impression.<sup>24</sup>

## G. Elements of Short Story

Short stories tend to be less complex than novels. Usually, a short story will focus on only one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time. According to Donaghy there are five elements of short story:<sup>25</sup>

### 1. Character

A character is a person, or sometimes even an animal, who takes part in the action of a short story. Short stories use few characters. One character is clearly central to the story with all major events having some importance to this character.

### 2. Setting

The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

### 3. Plot

A plot is a series of events and character actions that relate to the central conflict. The plot has a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting.

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<sup>24</sup>E. Current-Garcia and W.R Patrick, *What is the short Story?*(Chicago: Scott, Foresman, 1961), 51.

<sup>25</sup>Kieran Donaghy, “The 5 Elements of a Short Story”, *Film English*, <http://www.film-english.com>, accessed on 28 of April 2015.

#### 4. Conflict

The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

#### 5. Theme

The theme is the central idea or belief in a short story. It is the author's underlying meaning or main idea that he or she is trying to convey. The theme may be the author's thoughts about a topic or view of human nature.

When the students want to write narrative text they have to recognize the generic structure and language features of narrative text. According Emilia, there are four parts of the generic structure in narrative text, orientation, complication, evaluation, and resolution. While there are five parts of the language features in narrative text, using time sequence, simple past tense, action verb, dialogue or verbal process, and descriptive language.