

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a review of the relevant literature. In this chapter, the researcher discusses the literature relevant to the research topic.

A. Writing

1. Definition of Writing

Writing is one of the most important productive skills in education. Harmer (2005) defines writing as a productive skill that requires time and preparation to think about ideas rather than opinions instantly. By writing, students are required to be able to pour their ideas, opinions, and feelings into written form. Not only that, writing also requires students to be able to think critically and be able to understand aspects of writing such as grammar, spelling, and punctuation. Thus, writing is one of the English language skills that language learners must master (Ismayanti & Kholiq, 2020).

According to Wau (2022) Writing is an activity of transferring ideas, thoughts, feelings, and knowledge to others into writing. In line with the thoughts of Sari et al., (2024) Writing really helps students to express their ideas, feelings, and opinions on something that they cannot convey orally. Through writing, we can see a person's intelligence, because what is expressed through writing will represent a person's knowledge.

According to Oshima and Hogue 1998, as cited by (Muliani et al., 2019), writing is not easy and is not the same as other skills. This is because writing requires continuous learning and practice to develop the ability for both native speakers and new English language learners. Writing is a very complex activity because before someone wants to write something, the writer must formulate and organize ideas, arrange points in a logical order, choose vocabulary, check for correct grammar, spell words correctly, and provide proper punctuation. In addition, after the writing is completed. The writer also needs to check his writing to ensure that it is easily understood by the reader. From the definitions above, it can be concluded that writing is an action in combining ideas and thoughts into a sentence or paragraph.

2. Purpose of Writing

According to Atayeva et al., (2019), the purpose of writing in an academic environment and non-academic purposes are very different. For example, non-academic writing aims to inform about the author's condition and write funny stories. The main purpose is usually to entertain the reader. However, in an academic environment, the purpose of writing is to express thoughts in a logical and critical way

According to Olshtain in Celce (2001) cited by Falihah et al., (2022), writing as a communication activity should be encouraged and fostered in language learning. Because by writing students will be able to express and communicate their ideas to others through writing. Writing makes us think critically to find ideas and helps us to process information that can be shared with others.

3. Types of Texts in Writing

According to Yuniar (2024) there are various forms of writing, such as descriptive, narrative, recount, report, procedure, exposition, and explanation.

a. Descriptive text

Descriptive text is a general text that can be combined into other texts. According to Ismayanti & Kholiq (2020) descriptive text is a text that describes an object in detail with identification and description as its generic structure. According to Ratnaningsih & Azizah (2019) the purpose of descriptive text is to understand an object completely through detailed description.

b. Narrative text

According to Muliani et al., (2019) narrative text is a text that retells stories that happened in the past using a chronological sequence of events that aims to entertain readers. Narrative text is categorized into fiction and non-fiction stories. Fiction stories are imaginary stories, such as fables, fairy tales, legends, myths, romances. While non-fiction talks about someone's real life such as biography and books that talk about history. In general, this text has a common structure consisting of orientation, complication, resolution, and re-orientation. Out of these four aspects, three of them are mandatory aspects that should not be left out when writing narrative texts, while the re-orientation aspect is an optional aspect that can be present or absent in narrative texts.

c. Recount text

According to Khairunisaak et al., (2022) recount text refers to a text that tells an experience in the past. In a recount text, the writer tells the reader about their own or other people's experiences. Recount text uses past tense and has a generic structure of orientation, event and reorientation. The social purpose of recount text is to retell previous experiences in their original order.

d. Report text.

Report text is a text that provides information to the reader about the environment. It can be about social issues, natural disasters, or politics. This text has a generic structure of general classification and description, and also tends to use simple present tenses because it talks about facts.

e. Procedure text

Procedure texts are texts that give instructions or ways to do or make something (Zulaika et al., 2022). This text defines how or what steps must be taken to produce something, as well as what tools or materials need to be prepared. It has the structure of purpose, tools and steps.

f. Exposition text

According to Fauzan et al., (2020) Exposition text is a text that describes the author's ideas about surrounding phenomena supported by facts. This text usually takes and validates one point of view. The goal is to convince others to see only that side of a

problem. This text consists of two types, namely analytical exposition and hortatory exposition.

g. Explanation text

According to Syarah et al., (2023) explanation text is a text created to provide an explanation of how and why something happens, both in the form of natural and social phenomena. explanation text is divided into two namely sequential explanation and causal explanation. This text is often confused with procedure text, but both are different texts. A procedure text explains how to make or do something so that the reader can follow the steps. On the other hand, an explanation text only explains how and why something can happen so that readers know the process of occurrence. In addition, the structure of the two texts is also different.

The researcher came to the conclusion that there are seven different types of writing from the explanation. Each text has a different language, purpose and structure. As the object of this study, the researcher focuses on one type of text, namely narrative text.

B. Narrative Text

1. Definition of Narrative Text

Narrative text is one of the most popular genres of written text. Koilara et al., (2020) stated that narrative text is one of the text types that are taught to senior high school students. This text contains a series of events that occurred in the past. According to Marzona & Ikhsan (2019) who quote from Anderson (1998: 2), narrative text is a text that tells a series of stories

whose purpose is to entertain readers. In addition, Latifah & Rahmawati (2019) stated that narrative is a chronological arrangement of ideas and sentences in accordance with the order of time.

According to Rohmana et al (2019) cited by Maolida et al., (2025) narrative stories are stories created to describe a series of fictional or non-fictional events. Furthermore, narrative stories can be imaginary or true stories. It is called imaginary because a story does not only talk about real events, but can also be an imagination made by the author.

Therefore, from some of the opinions of the experts above, the author concludes that narrative text is a text that tells an event that has occurred in the past in a chronological sequence. This text raises complications and solves the problem. This text is made to provide information as well as entertain the reader.

2. Generic Structure of Narrative Text

According to Koilara et al., (2020) narrative text has four generic structures, including the following;

a. Orientation

Orientation is the beginning of a story. It contains the introduction of the characters, the time and place where the story happens.

b. Complication

Complication is the condition where problems begin to appear. In this section the problems in the story start to arise and then climax.

c. Resolution

Resolution is the part where the problem begins to resolve and finds a bright spot. The end of this problem will generally end happily or sadly.

d. Reorientation and Coda

This section contains a moral message that the reader can take away from the story. This is usually written at the end of a story, and it is optional.

3. Language Features of Narrative Text

According to Lubis (2016), the language used in writing narrative paragraphs are nouns, participant, past tense, conjunctions, and action verbs.

a. Noun

Noun is a word used as the name of a person, place or thing.

b. Participant

Individual participant means that the subject who takes part in a situation or the story of specific subject. Such as story about Malin Kundang, Aurora, Sangkuriang.

c. Using Past Tense

The past tense is used to describe an action that has been completed and occurred at a specific time in the past

d. Conjunction

Conjunctions are words used to connect one word to other words, or one sentence to other sentences.

e. Action Verb

An action verb is a verb that describes a physical action or activity performed by a character in a story. Action verbs are very important in

narrative texts because they drive the plot, build conflict, and spark the reader's imagination so they can visualize the events unfolding.

C. Project-Based Learning

1. Definition of Project-based Learning

Project-based learning is one of the ways used to develop learning and language skills. Blumenfeld et. al., (1991) defines Project-based Learning as a method in the teaching-learning process designed to engage students in investigating real-world problems. This method emphasizes that students' focus is not only on completing the final product but also on understanding the material through all stages of the project. Through the direct involvement of students in collaborative problem-solving, Project-Based Learning has the potential to increase students' interest and understanding because they must actively gain and apply information, concepts, and principles. Additionally, the Project-Based Learning method also strengthens students' thinking skills through the process of formulating plans to evaluating results.

In line with that, according to Shpeizer (2019) Project-based learning is a learning method that involves students' knowledge and skills in designing a project-based task. The purpose of this method is to improve students' abilities, skills and involvement in the learning process.

Based on the statement of the Ministry of Education and Culture Darmaji (2018) cited by Munianti and Syukri (2022) project-based learning is a learning method that uses projects as a medium for student

learning. In the learning process, students are required to be fully active, while the teacher is used as a facilitator. From this definition, the researcher concludes that project-based learning is a learning method that focuses on students, where students play an active role during the learning process.

2. Characteristics of Project-based Learning

Blumenfeld et. al, (1991) explain that the key feature of Project-Based Learning is to make students the central figures who must investigate real-world problems. This is the difference between Project-Based Learning and other methods, which do not focus on delivering content but rather on creating a learning environment that actively engages students in an extended investigative process. In this context, students are encouraged to use all the knowledge and skills they have to respond to real-world challenges.

In the book titled *Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning* by Blumenfeld et al. (1991), there are two main components of a project: a question or problem that serves to organize and guide activities; and these activities produce a series of works or final products that answer the main question.

The primary characteristic of this method is the existence of a question or problem that drives all learning activities. The problem must be substantial and complex enough that students need to conduct in-depth investigations and develop their ideas during the process. Thus, Project-Based Learning focuses not only on the final product but also

places strong emphasis on the understanding students gain during the learning process.

Another characteristic is the creation of a tangible product as a representation of the knowledge that has been learned. This product serves as physical evidence of the learning process related to the guiding question raised at the beginning of the project. The existence of this final product gives meaning to students' activities because they not only learn theoretically but must also be able to apply the information they have discovered into the form of a final product.

In addition, according to Shpeizer (2019), project-based learning has several characteristics, including the following:

a. In-depth inquiry

Students are required to be fully involved in the learning process starting from formulating questions, searching for information, analysing data and applying what they have learned.

b. Authenticity

The projects that students produce must be real and can be implemented in the real world, not just an assignment.

c. Active learning

In this method, students are not just receiving information, but they must be actively involved in finding and building knowledge.

d. Freedom and autonomy

Students are given the freedom to make their own decisions about what they learn.

e. Challenging questions or problems

Project-based learning always starts with a question or problem. Therefore, students are required to find answers to questions that arise through a project.

f. Collaborative learning

Project-based learning tasks can be done individually, but it is recommended that they be done together in a small group. This is so that students can work together with others and take responsibility for their work.

g. Product and product presentation

Every project must produce a product and that product must be presented and explained.

3. Steps for Implementing Project-Based Learning

According to Sularmi, et al., (2018) Project-based learning has 6 stages of syntax, as follows:

a. Basic Questions

This stage begins with the teacher or students asking a question related to the problem to be solved. This question can be something interesting, so that students are interested in getting involved in solving the question.

b. Developing a project design

After the question arises, the students began to get a sense of how their project would be carried out

c. Planning the project

At this stage participants begin to plan their project. For example, if they are assigned to write a narrative text, then in this section they begin to create an outline of the text to be written.

d. Working on the Project

This is the core stage of project-based learning because at this stage students conduct research, collect data, and create the final product.

e. Monitoring

While students are working on the project, the teacher will continue to monitor and provide guidance if students are experiencing difficulties.

f. Evaluation

After the project is completed, the evaluation stage will be carried out, where the teacher will assess the process and the final results of the resulting project.

4. Advantages and Disadvantages of Project-Based Learning

a. Advantages of Project-Based Learning

According to Shpeizer (2019) in his research entitled Towards a Successful Integration of Project-based Learning in Higher Education: Challenges, Technologies and Methods of Implementation, revealed that project-based learning has the following advantages:

1) Enhanced student motivation

This method is able to increase students' learning motivation because students can choose their own topics and ways of

working as long as they stay within the learning context. This makes students comfortable and happy during the learning process.

2) Learning of various skills

Project-based learning helps students develop various skills through the process, because during the process students are required to develop their abilities, work together, and produce a real product.

3) Good preparation for a professional career

In project-based learning, students are required to produce a real project not just theory, so students are one step ahead to have the opportunity to interact with others.

4) Suitability for a wide range of students and learning styles

Project-based learning is an appropriate method for classes with a large number of students. They can work together in a group and can choose how they want to complete the project.

5) Suitability for the information age

In this age of modern technology, students can work on their projects by finding information by utilizing various modern technologies that can make their work easier.

b. Disadvantages of Project-Based Learning

According to Shpeizer (2019) there are several disadvantages that occur due to the implementation of project-based learning, as follows:

1). Changes in the roles of lecturers and students

Project-based learning method is student-centered, so the responsibility of learning depends on the students' own activeness. In this method, the teacher only acts as a facilitator and not as a source of information. This may cause confusion for students as to where to start the project.

2). Collaborative work

Group work has positive impacts, but it also has its negative sides. In a group, there may be differences of opinion between team members. In addition, there are also hitchhikers or group members who do not want to work but just ride on the name.

3). Evaluation

Evaluation is a challenge that teachers face at the final stage of learning. Teachers not only assess the end result of the project but also the learning process. Therefore, teachers are required to master various evaluation methods.

D. Relationship Between Project-Based Learning and Writing

Writing skill is a skill that requires critical thinking. This is because when we are going to write something, we need new ideas and the ability to combine these ideas. Indirectly, writing is an active thinking skill. This is because the result of writing is an expression of the writer's thoughts.

Learning to write aims to improve students' thinking skills and develop their writing skills. One of the methods that can be done to make

students active in learning is by using project-based learning methods. According to Suteja and Setiawan (2022) project-based learning provides opportunities for students to build knowledge, improve understanding and gain new skills.

The result of learning to write is a written work, this is in line with the principle of project-based learning which is to produce a product. Therefore, project-based learning is used as an alternative learning to support students' writing skills. According to Alemneh and Gebrie (2024) through project-based learning students can engage in practical projects, cooperate with peers, and address real-world problems in an engaging learning environment.

Through project-based learning, students are exposed to real situations where they have to write clearly and effectively. Students can play skills by participating in project-based learning activities. This not only improves students' ability to communicate ideas but also enhances critical thinking and problem-solving skills.

E. Students Difficulties in Writing

Writing is considered a difficult skill due to the many aspects required. As one of the four language competencies, writing is considered the most challenging and complicated skill because it requires more detailed mastery. Writing difficulties are a series of obstacles experienced by writers in the process of putting ideas into writing. These difficulties can arise from various aspects, ranging from mechanical problems such as grammar,

vocabulary, to the use of punctuation. In addition, the problems that arise can also be difficulties in generating and developing ideas.

According to Harmer (2004), the difficulties in writing are as follows:

a. Hand-writing

Although nowadays much writing is typed on computer boards or other electronic devices, handwriting is still necessary. For some students, handwriting can be difficult, especially for those who use a different script from English letters and symbols. The difficulty can include making the shape of English letters from capital and non-capital. In addition, the placement of the beginning of writing such as from right to left or the other way around also affects the results of writing, because this will cause different points of view for the reader.

b. Spelling

Difficulty in spelling is a big obstacle for many English learners. English has spelling rules that are not always consistent and often varies. Spelling mistakes that often occur are changes in word forms such as adding an affix or changing the form of a verb.

c. Punctuation

The use of punctuation is very important for the clarity and meaning of a text. Punctuation marks such as commas, semi-colons, periods, interjections and others are very influential to show pauses or convey intonation so as not to confuse the readers.

d. Sentence and paragraph structure

The difficulty usually faced by students is that they are confused in combining words into logical and meaningful sentences. In addition, they also have difficulty in organizing sentences into paragraphs that have a clear main idea. This makes it difficult for students to develop their writing into something more complex and organized.

According to Falihah et al., (2022) in their study, which used Harmer's basic theory, there are four difficulties students face when writing narratives, namely:

a. Writing Correct Sentences

The difficulty in writing correct sentences is real. This is in line with Harmer's (2005) theory, which states that one of the difficulties students often face is writing correct sentences. In fact, the ability to write correct sentences, both grammatically and mechanically, is fundamental to uniting text structure and linguistic features into a coherent piece of writing. In narrative texts, students are required to master complex sentence structures, whether in constructing narrations or dialogues. However, due to difficulties in writing correct sentences, students often produce ambiguous writing. These difficulties also have a negative impact on the mechanical aspects of writing, such as the use of incorrect capital letters, punctuation placement, and spelling errors.

b. Using Appropriate Tenses

In accordance with the linguistic characteristics of narrative texts, this text must be written in the past tense. However, in reality, many students

still struggle to conjugate verbs in the past tense. In fact, the use of the past tense in writing narrative texts is essential because these texts recount events that have already occurred in the past. Therefore, students' inability to use the correct tenses directly results in violations of the standard linguistic rules of narrative texts. Students often face difficulties when converting base verbs into past tense forms. Their limited understanding of tense usage leads to inconsistencies in their writing, where they frequently mix the use of the past tense with the present tense.

c. Using Appropriate Vocabulary

Difficulty in choosing the right vocabulary is another challenge students face when writing. Students often struggle to translate their ideas from their native language into another language because they do not understand the meanings of words in that language. A narrative text requires a variety of vocabulary to bring the storyline to life. Students' difficulty in selecting vocabulary limits their ability to apply the variety of adjectives and action verbs that are linguistic elements of a narrative text. As a result of the limited variety of vocabulary, students' ability to describe a character's personality or describe an action tends to be limited and repetitive. Additionally, limited vocabulary also makes it difficult for students to place conjunctions appropriately. Consequently, without the use of transitional conjunctions, the flow between events within the story tends to be smooth.

d. Developing the Ideas

Most students find it difficult to express their ideas. This is due to their limited vocabulary. As a result, they can only develop their stories as far as their vocabulary allows. The ability to develop ideas is a key factor in determining students' success in composing narrative texts based on the correct structure, which includes orientation, complication, and resolution. In the orientation section, difficulties in developing ideas leave students confused about how to begin the story, so they tend to fail to introduce characters, setting, and atmosphere clearly and engagingly. This obstacle is further complicated in the complication section, which is the core of the narrative text where conflict begins to emerge and climax. When students experience a lack of ideas while developing the plot, the storylines they create tend to become very monotonous and even fail to present the main problem that drives the story. The impact is evident in the resolution section, where limited imagination in developing ideas ultimately makes the resolution of the problem seem hasty or even left hanging.

Based on the difficulties students face when writing, Falihah et al. (2022) identified several contributing factors. These factors are as follows:

a. Lack of vocabulary mastery

The lack of vocabulary makes it difficult for students to write. Students will just repeat the same words they know. This of course greatly affects the results of student writing, where the writing they produce will look

monotonous and less interesting because of the use of vocabulary that is not varied.

b. Inability to Understand the Grammar Well

The factor that causes difficulties experienced by students in writing texts is the incorrect sentence structure. This is due to the lack of knowledge related to the structure of English sentences. Errors in writing the structure of English sentences will affect the meaning of writing and the quality of writing results.

F. Previous Studies

Some previous studies have shown that some students have difficulty in writing narrative texts. Such as the research conducted by Muliani et al., (2019) to ninth grade students of SMP Negeri 11 Palangkaraya which aims to analyse the difficulties faced by students in using the generic structure and language features of narrative text. From the results of the study, students were shown to face some difficulties in using the language features of narrative texts, such as using past tense, nouns, pronouns, verbal processes, and direct speech.

In line with the research, Koilara et al., (2020) conducted at SMA Pangeran Antasari Medan. The quality of student writing in accordance with the generic structure is still quite low. Based on the data found, out of a total of 26 students, only 3 students were able to write according to the existing generic structure. Therefore, from the data, students proved having difficulties in writing narrative texts with generic structures.

Fadilah et al., (2024) carried out research which aims to determine the difficulties of tenth grade students in writing narrative texts at SMAN 19 Palembang. It was found that most of the students had difficulties in writing narrative texts. The classification of difficulties experienced by students includes generic structures, such as, orientation, complication, resolution and re-orientation. In addition to the generic structure, students also experienced difficulties in grammar, such as past tense, pronouns, prepositions, word order “to be”, vocabulary, and punctuation.

Based on the results of research from Amelya & Baa (2022) on 11th-grade students at SMAN 5 Bone, it was found that the students experienced several difficulties, such as psychological, linguistic, and cognitive difficulties. Psychological difficulties include lack of confidence and motivation in writing. Meanwhile, cognitive difficulties are in the form of content and mechanics. Then, the most linguistic difficulties experienced by the students when writing narrative texts are aspects of vocabulary and language use. The students tend to still have limited vocabulary and lack of understanding of grammar.

According to Falihah et al., (2022) in their study titled “EFL Students’ Difficulties in Writing Narrative Texts”. It was found that there were four difficulties most agreed by students in writing namely (1) difficulty writing correct sentences, (2) using proper tenses, (3) using proper vocabulary, and (4) developing ideas. Meanwhile, the factors that cause students to have difficulties in writing narrative texts are limited vocabulary and inability to understand grammar well.

Based on five previous studies related to difficulties in writing narrative texts, students experienced difficulties in grammar, language features, lack of vocabulary and difficulties in developing ideas. Although previous studies have identified the difficulties students face in writing narrative texts, not many studies have revealed the difficulties students face in writing narrative texts despite using project-based learning methods.

Therefore, the researcher aims to identify the difficulties students face in writing narrative texts despite the implementation of project-based learning methods. In this study, the researcher focuses on students' perspectives as the primary subjects of the research, as well as teachers' perspectives to validate the findings.