

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer tries to present the literature review. Literature review discusses the theory related topic. The researcher divides this chapter into three parts which discusses the review of related literature. The first part deals with the general concept of writing. The second part deals with concept of narrative. The last part deals with concept of gallery walk.

#### **A. General Concept of Writing**

##### **1. Definition of writing**

In part of education writing important skill should be learned and depends on Merriam-Webster dictionary states that writing is the act or process of one who writes, such as: (a): the act or art of forming visible letters or characters specifically, (b): the act or practice of literary or musical composition. It shows that writing have important aspect especially for education itself.

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.

Raimes (1983) stated that Writing is a medium for communication, it is help us connect to others and the reader must understand the purpose of our writing, what we are going to inform or to say. It means that writing is a process of communication and transfer informational message from informant to reader.

The other statement, writing is a process of communication which uses conventional graphic system to convey message to reader. For many of foreign

language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph. It means that in writing itself is a process of communication through graphic system to get the ideas and writing is difficult skill because it must correct in grammatical and coherence from the one paragraph to other paragraphs.

Based on previous definition, it can be concluded that writing is one of tools communication, where process in writing is to inform what the writer thought and develop the ideas through written form. In writing, the writer should consider to have combination the correct grammatical and also the coherence of the paragraph or the text. Then, the writer should make the writing can be understood by the reader or people that be receiver.

## **2. The Process of writing**

The process of writing has roughly four steps. The first step, create ideas, the second step, organize the ideas. The third step, write a rough draft. The final step, polish your rough draft by editing it and making revisions.

Writing is activity to express and put on the ideas or thought in written form. It can be assumed that when we try to write something, we need some steps. Writing is also progressive activity. It means that when we write something down, we have already been thinking about what we are going to say and how we are going to say it through writing. It can be concluded that writing only has one step action, in other words it is a process which has several aspects.

Hermes states that writing process is divided four stages, those are:

a. Planning

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only type of text they wish to produce, but also the language they use, and the information they choose include, Secondly, 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. Thirdly, writers 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.

b. Drafting

We can refer to the first version of piece of writing as a draft. This first 'go' at text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Once researcher has produced a draft they then, usually read through what they have written to see where it works and where it does not.

d. Final version

Once writers 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.

The students might decide to represent these stages the following ways.

**Planning ➡ Drafting ➡ Editing ➡ Final Version**

### 3. Types of Writing

Type 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:

#### a. 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.

#### b. 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.

#### c. 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.

#### d. 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.

#### e. Real writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

From the theories above, in teaching writing skill should be constructed well. Those types of writing activities that will be applied in teaching writing are based on the level and capacity of students. In other hand, writing practices including writing paragraphs or simple essays should be based on standards of competence and the basic competencies. Those steps above should be done well to improve the student's writing skill.

### **B. Narrative Text**

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

According to Anderson (2003:3) states that narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or the listener. Narrative can be presented or told in the first person what if the narrator is one of the characters in the story, and in the third person what if the narrator is outside the story. Smalley and Ruetten in Latifah (2009) states that "narrative describes a sequence of the event or telling a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological-according to time order"

Based on the theories above, it can be concluded that narratives are generally indicate a text that telling a past story or event, either actual or fictional text, by using time sequence or chronological order. In other hand, the story in narrative text sets up one or more problems, which it has to find a way to be resolved. It is a common thing to tell a story to someone both in spoken and written forms. If the students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. The kind of texts where they share with others can also have addition references for them to read which also improving the skill of reading.

## **2. The Generic Structure of Narrative Text**

In making a narrative text, there is an important thing that must be knowing. According to Irwan Sulityo (2013), generic structure of narrative text is divided into five elements. They are:

- a. Orientation (introduction), beginning the story in which the narrator tells the audience about where the story is taking place, who the characters in the story, and when the action happens.
- b. Sequence of Events (complication), this part tells the story sequence. The problem that faced by the character. The complication makes the story more interesting because the character is prevented to reach his or her wills. That is in 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 tell again the character and contains the message of moral value to the readers. The element must exist in narrative text. It gives explanation more 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 begins. Evolution tells about time and place of the event that storied. Those elements have to exist in narrative text. It serves more explanation in order to get the story clear and understandable. But sometimes, the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.

Besides that, Siahaan and Shinoda (2008:73) states that the structures of narrative text are orientation (setting the scene and introduction the participants), evaluation (a stepping back evaluate the plight), complication (a crisis arises), resolution (the crises are resolved, for better or for worse), and reorientation (optional). However, perfectly the common of the generic structure of narrative text are orientation, complication, and resolution.

### **3. The Example of Narrative Text**

#### **The Bear and Rabbit**

##### **Orientation:**

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

**Complication:**

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed, he shot and killed so many that there were lots of meats left after.

However, the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

**Resolution:**

The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra larger piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door, he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get this meal.

Besides know about the generic structure of narrative, in writing narrative texts students also have to be aware about the language features of the text. According to Siahaan and Shinoda (2008) the language features of narrative text are, focus on specific and usually participants of individualized, the use of material processes (behavioural, and verbal process), the use of mental process, the use of temporal conjunction and temporal circumstance, and use of past tense.



Shortly, mostly experts have different point about the language features of narrative. Anderson and Anderson (1997) stated the language features of narrative are, noun that identify the specific characters and places inside of the story, adjectives that provide accurate descriptions of the characters and settings, time words that connect events to tell when they occur. For instance, first, then, next, while, finally, after, before, etc., and verb that show the action that occurs in the story. The tense that used in general is past tense.

Based on the explanation from most experts above, the researcher concludes there are some language features of narrative texts which focus on:

- a. Specific character and place in the story.
- b. Use of past tense in writing narrative text.
- c. Use of behavioural process (action verb), such as run, walk, go, leave, and so on verbal process (verbal verb), such as say, state, etc., and mental process (mental verb), such as think, hit, feel, know, and so on.
- d. Use of temporal conjunction, such as firstly, secondly, then, next, after that, and so on.
- e. Use of temporal circumstance, such as once, once upon a time, on Sunday morning, and so on.

## **C. Concept of Gallery Walk**

### **1. Definition of Gallery Walk**

Khairunnisak and Rosa (2018) stated that gallery walk consists of two words, they are gallery and walk. Gallery is a space for displaying chart/ poster. Meanwhile, walk means an action where someone moves to another side.

Therefore, gallery walk can be understood as a cooperative learning technique used in the classroom in which the teacher devises several questions/ problems and posts them on the walls, and the students look at them carefully and talk about the questions/ problems that are posted on the wall.

Gallery walk is a model group learning that every member or student gets a chance to make their contribution and listen to views as well the thoughts of other members or students. Gallery walk is a method of discussion which get students out of place sit them and be active input together the important sentence concepts, writing and speaking in public.

Based on the theories above, it can be said that gallery walk technique can stimulate the students to be active in the teaching learning process. Students can share their information or ideas, they also can interact and communicate with their friends, and they can be as free as possible to ask question and answers to a related topic.

## **2. The Procedure of Gallery Walk Technique**

The Gallery walk connects learners to each other and learners to the preparing theme in a number of interesting, interactive ways. According to Bowman (2005), the steps to implement gallery walk technique are as follows general instruction:

- a. Before the training, tape a number of large sheets of chart paper to the walls of the training room. Space the chart pages so that learners have to walk from one chart to another.
- b. Label each chart with a question, statement, or issue related to the topic.

- c. While up beat music plays (optional), learners walk around the room writing their responses on the charts.
- d. You can assign a direction to move or they can move randomly. They can do the activity as individual or in small groups of two to four.
- e. After they have written on all the charts, learners take a “gallery walk” or tour of the room, reading the charts and jotting down their observations on a worksheet.
- f. Participants then spend a short period of time in small groups discussing their observations.
- g. Finally, you discuss the activity with the whole group, having them share their small-group discussions

There are many kinds for steps in using the gallery walk method according to the needs of each teacher, learning material, and based on student characteristics.

### **3. Using Gallery Walk to Teach Writing**

The purpose of applying gallery walk technique to teach writing is to make the students get actively involved in the class activity. As they feel excited to the technique. It will arouse them to get into the subject and make them understand faster.

Before the teacher chooses a certain topic using this technique, teacher must be prior to instruction to ensure successful use of this technique. Defining the purposes for the activity is important, whether it is to determine students' prior

knowledge or to allow students to extend concepts learned previously or to allow students chance to summarize previous learning.

According to Bergen (2005) in Tompkins (2013) Gallery Walk provides direct hearings for student writing, multi genre and multimedia projects. This activity can be completed much faster than if each student shared his work in front of the class, and because classmates will see their work, students are more motivated than when the teacher is the only audience. In addition, students provide supportive feedback through their responses to their classmates, and they learn new ideas that they can incorporate into their own projects. The procedure used in the gallery walk technique is as follows:

- a. Display the work. The teacher divides the students into some groups. Teachers give some topics to students, then the students choose one of the topics and then the students write text based on the topic that chosen. Students and the teacher post the work on classroom walls or place it on desks in preparation for the gallery walk.
- b. Provide comment sheets. Teachers give students self-stick notes on which to write comments or place graffiti sheets next to each student's work.
- c. Give directions for the gallery walk. Teachers explain the purpose of the gallery walk, how to view and/or read the work, and what types of comments to make to classmates. Teachers also set time limits and direct students to visit three, five, eight, or more students' work, if there isn't time to see everyone's work.

- d. Model how to view, read, and respond. Teachers model how to behave during the gallery walk, using one or two students' work as examples.
- e. Direct the flow of traffic. Teacher direct students as they move around the classroom, making sure that all students' work is viewed, read, and responded to and that comments are supportive and useful.
- f. Bring closure to the gallery walk. Teachers ask students to move to their own projects and look at the comments, questions, or other responses they've received. Often one or two students share their responses or comment on the gallery walk experience.

#### **4. Advantage and Disadvantage of Gallery Walk Technique**

##### **a. Advantages of Gallery Walk Technique**

There are some advantages that can be given by gallery walk technique, those are:

- a) Students are used to it building a culture of cooperation solving problems in learning.
- b) Synergies are mutually reinforcing understanding of learning goals.
- c) Familiarize students with attitude respect and appreciate results study his friend.
- d) Activate physically and mental learners during the process learning.
- e) Familiarizing students giving and receiving criticism.
- f) Participants of students are not too dependent on teacher, but can add ability to think for themselves, find information from various source and learn from other students.

Based on the explanation above, it can be concluded that gallery walk let the students to respect, criticism and find information from the work of their friends.

#### b. Disadvantages of Gallery Walk Technique

There are some disadvantages that can be given by gallery walk technique, those are:

- a) If the member is too much to expect some students hang his work.
- b) Teacher need to be extra careful in monitoring and assessing the activity of individuals and groups.
- c) Setting more class settings complicated.

Based on explanation above, it can be concluded that gallery walk naturally just a technique which has both positive and negative thing inside often times, the learners can take the advantages though this technique meanwhile the disadvantages cannot be separated from its use. It depends on the user to maximize the advantages of using gallery walk.

#### **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 Namaziandost, Esfahani, Nasri and Mirshekaran in 2018. The title of their research is “The Effect of Gallery Walk Technique on Pre-intermediate EFL Learners’ Speaking Skill”. The purpose of this research is to investigated the impact of gallery walk technique on Iranian pre-intermediate EFL students' oral execution. This research applied 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 Gallery Walk technique. The difference is from the variable and object of the study.

The second previous study was written by Khasturi and Swondo in 2020. The title of their research is “The Effect of Gallery Walk Strategy on Students' Reading Comprehension”. The purpose of this research is to see the effect of Gallery Walk Strategy for students' abilities in Reading Comprehension. This research applied an 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 Gallery Walk technique. The difference is from the variable and object of the study.