

Chapter II

REVIEW OF RELATED LITERATURE

This chapter is divided into several sections. They are as follows: Writing, Types of Writing, Writing Process, Narrative Text, The Language Feature of a Narrative Text, Short Stories and Strategies in Teaching writing using short stories.

A. Writing

Writing is an important part of language teaching as it is also used as an essential tool for learning in which students expand their knowledge of the language elements in real use. Taselin, (2010) The most important reason for teaching writing is a basic language skill, just as important as speaking, listening and writing. (Harmer, 2007) Writing is a skill that most of people strongly need. The simplest definition of writing in dictionary means an activity of making letters or other symbols on surface, usually paper, especially with a pen or pencil. In the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (Troudi & Nunan, 1995) it means that writing is a process of expressing thought and feelings so they are meaningful to others.

Writing is one of skill in language learning that is very complex and difficult to teach. There is no doubt that writing is the most difficult skill for learners to master. (Richards & Renadya, 2002) the writing skill requires mastery not only of grammatical and theoretical devices but also of conceptual and judgmental elements. (Henning, 1990) it means that writing is not only

comprehension of language structure but also vocabulary enrichment and good spelling.

B. Types of Writing

1. The informative Type

The informative type is such narration which is the telling of a stories, the succession of events is given in chronological order. The main purpose of a narrative is to entertain, to gain and hold a readers' interest. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience and of course, fantasy stories.

2. The Expository Type

It aims to explain, cognitive analysis, and subsequent synthesis of complex facts. to provide readers with information about certain information or to explain a truth that is accompanied by evidence or facts.

In this Expository type of writing, a text is written in a specific order to give the readers a better understanding.

3. The Argumentative Type

This kind of text is based on the evaluation and the subsequent subjective judgment in answer to a problem. It refers to the reasons advanced for or against a matter, such as essays, articles, etc.

Other types that are based on generic structures and language features dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

C. Writing Process

Writing process, further, incorporates some stages structurally. (Harmer, 2007) states that the stages on writing are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic stages is seen as a recursive process. It has cycle which integrates among stages.

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts, it is actually a pre requisit to master other language skills. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires

to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow (in Brown 2001: 337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002). It is an activity that encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the description about, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

1. Planning

Planning is order procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

2. Drafting

Drafting is a procedure drawing up a preliminary sketch. As the second stage in writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

3. Revising

Revising is a procedure to improve or correct a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that have created a piece of writing.

4. Editing

Editing is another aspect of writing and requires recognizing problems in grammar, syntax, and mechanics.

D. Narrative Text

According to Oshima, (2007) narration is stories writing. Narrative text writing present a stories of sequence event which involves characters. When we write a narrative text, we write about events that happens in the past. In narrative text, the writer must pay attention to the events and the problems.

Depending on the definition above, the researcher concludes that narrative text is form discourses that attempted to describe with clarity to the reader about an event that has happened. Narrative text is a text that has a purpose to amuse or entertain the reader what happened in the past and to amuse or entertain the reader with actual or imaginary experience in different ways.

E. The Language Feature of a Narrative Text

The language features usually found in a narrative. First focus on specific and individualized participant with define identities. Mayor participant are human, or sometimes animals with human characteristic. Second Many linking words to do with time. Third the use of material process (action verbs) but also many verbs which refer to what the human participant said or felt or thought. Fourth the use of past tense. Fifth Dialogue often included during which the tenses may change to the present or future. (6) The use of some behavioral and verbal processes. (7) The use of relation and mental processes.

(8) The use of temporal conjunctions and circumstances. (9) Can be written in the first person (I, we) or third person (he, she and they).

F. Short Stories.

According to Khatib and Faruji, (2012) that short stories is a word of prose fiction which is shorter than the short novel, more limit in characters and situations. A short stories is usually related with not more than a few effects, problems or theme.

Narrative tells stories about past event or action. The stories can be fiction and nonfiction. Fiction is not based on facts and notification is based on real experiences. An example a fictional narrative is about your travels from earth to the moon. And examples nonfiction narrative is about written police report of an automobile accident you saw. Whether narrative is fictional or nonfictional it is must choose verb carefully. Use action verbs in a stories, such as; walk, sleep, wakeup, arrive, go, etc.

The researcher can conclude that a stories is a prose text word that is shorter than a short stories and has more limited subject, characters, and situations to entertain the writer for a short period of time.

G. Strategies in teaching writing using short stories

Teaching is also an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Clark (2008), teaching is “showing or helping someone to learn how to do something, giving

instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Our understanding of how the learner will determine our philosophy of education, teaching style, approach, method, and classroom technique.

This selection is done by considering the situation and conditions, learning resources, the needs and characteristics of students who are challenging in order to achieve certain learning goals ". The use of learning strategies requires consideration of many things, because the effectiveness of the strategy used will be very influential, if the strategy used does not pay attention to various aspects, the strategy used will not provide effective results.

H. Studies in using short stories in teaching writing

Arrias et al., (2019) in this study are show that using short stories in teaching writing for the students and teacher are found, First, this strategy can improve writing skill. Second, students felt easy to write descriptive text with their own words. Third, increase students feeling and motivation.

Raofi, (2017) show that writing strategies refer to the techniques and operations students employ to write more effectively or to produce better writing. In writing, students need to plan what they will write. In other words, the right strategy can help students maximize their writing to produce a good report.

Based on Aripin, (2020) that the teachers use that strategies to make students understand how to write clearly and students are guided to focus more

on the text and also the teacher can help students develop the meaning of the talents contained in writing so that students more easily understand writing.

(Prabantoro, 2018) said that using short stories is a strategy chosen by the teacher. The reason why it is chosen because this strategy can make the students active in class and using short stories can make the students solve the problems and they can analyze the generic structure, language features, and social function of the narrative text so that they can make the narrative text well. The teacher can ask the students to explore the materials, answer the questions and problems in narrative text. The problems can be solved by discussion in class.

Mulyaningsih (2013) stated that teachers should apply specific approaches and techniques in teaching writing to analyze the teacher's ability particularly in narratives text using short stories. Moreover, the teachers need to put more effort in teaching low achiever since they need more guidance in writing narratives.

Seeing some previous research, the researcher is interested in conducting research. There are some differences between these researches which have made this research unique. First, this research is an analysis. The research analyses facts to make the conclusion. Second, the participants of this research are Indonesians. The culture of the participant is different. Finally, the time of this research is different from the previous research.

In conclusion, this research is important and unique. It is because this research impacts teachers' strategies in teaching writing and the type of this research, time, and the participants are different. Thus, the researcher decides to do a further research entitled by "Using Short Stories in Teaching Writing: A Case Study At SMAN 4 Kediri".

So, a competence teacher will be able to create an effective learning environment and will be able to manage the process of teaching and learning so that students can achieve an optimal result. To be able to manage the process of teaching, the teachers must have the strategies to do that.