CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the basic theories of writing, narrative and the paper project assessment and how these theories could be used as the basis for the research construction of this thesis. Thus, this chapter is divided into three main parts; they are writing, narrative genre, and paper project assessment. To make the readers grasp the concept of what researcher has studied, each of three main parts is put into several sub parts.

A. Writing

1. The nature of English writing

Writing is not a natural activity. People learn to speak a language. Yet, all people have to be taught how to write.¹⁸ People use language to communicate to one another. No matter what the language is, the process of communication can be spoken and written form. In the spoken ways, people can express their idea orally, while in written form, people need certain processes before they can write their ideas. Writing is some activities of writing both of written and

¹⁸ David Nunan, *Designing Task for the Comunicative Classroom*, (Cambridge: Cambridge University Press,1995), p.36

printed words.¹⁹ And writing in English involves a good deal of rereading and rewriting.²⁰

Among others there are two popular points of view about the nature of English writing; the product approach and the process approach.²¹ Product approach focuses on the final result of the act of composition; for example, the letter, essay, story and many more. On other hand, the process approach focuses on the process in order to produce some writings. It is concerned more in the act of composing that evolves through several stages as writer discovers through the process, what it is they are trying to say. Hence, in the process approach it is often hard to produce a coherent, fluent, and extended piece of writing English. English writing probably is the most difficult skill in learning language.²² Considering that phenomenon, it is imperative for people especially for the students to explore their ability in writing English.

Principally, to be able to write easily, the students need to intensively practice to write. Beside that, they can read a lot of references such as newspaper, magazines, books, or other resources to encourage them in writing. By reading, the students can get the model or reference about the component of writing, such style of writing, the diction, and other language components.

¹⁹ Oxford, Oxford Advanced Learner's dictionary, op.cit, p.1383

²⁰ Eric Gould, *The Art Of Writing*, (New York: Random House, 1989), p. ix

²¹ David Nunan, Designing Task for the Comunicative Classroom, op.cit, p.36

²² David Nunan, *Second Language Teaching and Learning*, (USA: Heinle and Heinle publishers, 1999), p. 231

Moreover, by reading, the students can get a lot of new vocabularies. This helps them to produce a clearly and comprehensive text in the writing English.

In the teaching of English writing, both approaches are suggestable. It includes how the students go through the stages of writing, from brainstorming until proofread and editing and the writing product constructed through those processes.

2. The objective of English writing

Generally, people write for many different reasons, such as to express opinions and give information, to organize their thought, or to persuade public. In the written text, they can express not only about themselves but also they share their idea to the readers.

Writing English is also part of the language learning process. In the process of writing there are many objectives of students' writing including: to practice the language, to reinforce the language they have learnt, to help their memorization about vocabularies or pattern in grammatical, and as a way of recording language.²³ Through writing in English the students can learn English both form and meaning so they can learn English more comprehensively and properly.

²³ Cora Lindsay and Paul Knight, Learning and Teaching English Course for Teacher, op.cit.,p.87

In English teaching and learning, writing is sometime also a part of the assessment process.²⁴ The teacher can assess the students' competence with many ways. They can choose the method that suit the objective of study.

In Indonesian EFL setting, the objective of English writing is defined in the National Curriculum. For the second grade of senior high school, the standard of competence for English writing is: "Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari".²⁵ Yet, the students have to study about the kinds of English genre text in the teaching learning process. The students learn about text organization in particular English genre and try to produce a piece of writing English within that genre.

3. The process of English writing

In order to produce some writing English form, the students need to go through several processes. The process of English writing is almost the same as the writing in Bahasa Indonesia; such as for English writing, the students need to go through several stages in order to produce some writing. When they write

²⁴ Ibid., p.85

²⁵ Depdiknas, Materi Sosialisasi dan Pelatihan KTSP SMA, op.cit, p.30

something, they put their idea together to form words – phrase – clauses - and sentences. And finally they put the sentence together to make a coherent text.²⁶

Process of English writing is an excellent strategy for the students.²⁷ English writing involves several activities.²⁸ First, Brainstorming, which is a kind of preparation to gathering the idea and planning what the content decide and appropriate style. Second is *Organizing*. In this stage the students have to make formal plan, i.e., the outline of the text. Third is Writing, occurs when the students put their ideas into sentences and paragraphs. Here, the focus is on explaining and supporting ideas fully. In this stage, the students need to connect their ideas to construct a coherent and cohesive text. The next stage is *Revising* in which the students revise the entire mistakes in their writing. At this stage, the students also refine their prose, making each sentence as concise and accurate as possible, make connections between ideas explicitly and clearly. The final step is Proofreading and Editing. In this stage, the students revise minor errors and rewrite several times so that the text is coherent and clear. They check for such things as grammar, mechanics, and spelling. The last things to do before printing is to spell check the writing product.

²⁶ Cora Lindsay and Paul Knight, Learning and Teaching English Course for Teacher, op.cit.,p.85

²⁷ Wilma Miller, *Strategis or Developing Emergent Literacy*, (USA: McGraw-Hill Companies Inc, 2002), p.219

²⁸ Barbara H. Leonhard, *Discoveries in Academic Writing*, (Singapore: Thomson Heile, 2002), p.33

4. The teaching of English writing

English is not spoken in the society of Indonesian. And English is learned in Indonesia by talking the grammatical rules of English and errors are always corrected.²⁹ Thus, they must learn a lot of thing in order to master the English.

Language learning is divided into four skills; they are listening, speaking, reading and writing. So, writing is one of the aspects of language skill in learning English as a foreign language. Rahayu states that "The integration of those skills is the key of principle of language developing and learning through language".³⁰ Yet, the teacher must teach those skills integratively and comprehensively.

Since writing English is a complex skill, it is not surprising that the high level of written expression is so difficult to attain in a foreign language.³¹ It is understandable that English writing is difficult to be taught. Heaton states that "teaching writing requires mastery not only of grammatically and rhetorical devices but also conceptual and judgmental elements".³² Hence, in the teaching of English writing, the teachers must consider the approach of language teaching that can help the students achieve all competences in English.

 ²⁹ Bambang Setyiadi, *Teaching English as Foreign Language*, (Yogjakarta: Graha llmu, 2006), p. 21
 ³⁰ Indah Muji Rahayu, *The use of documentary portofolio assessment to measure the students' growth and accomlisment narrative writing*, op.cit., p. 12

³¹ Wilga M.Rivers and Mary S. Temperly, *A Practical Guide to the Teaching of English as a Second or Foreign Language*, (New York: Oxford University Press, 1978), p.263

³² Heaton, Writing English Language Test, (England: Pearson Eductaional Ltd, 1991), p. 135

One of the approaches in language teaching is cooperative language learning. The approach uses cooperative activities involving pairs or small group of learners. Quoting Olsen and Kagan, Jack C. Richard writes:³³

Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is so motivated to increase the learning of others.

By using cooperative language learning approach the teacher can teach the four language skills. Strategically, in this approach, the students work in groups to finish the tasks. Considering that writing is hard for the students, so this approach let the students learn together. This can encourage them to learn to write in English better.

B. Genre

1. The nature of genre

The term genre refers to particular text types with their communicative purposes, schematic structures and certain linguistics characteristic. Every genre has a number of characteristics that distinguish it one from another.³⁴ Three of them characterize all genre types in English text. However, every

³³ Jack C. Richards and Theodore S. Rogers, *Approaches and Methods in Language Teaching*,

⁽Cambridge: Cambridge University Press, 2001), second edition, p.192

³⁴ Patricia A.Richard and Marguriete Ann Snow, Academic Success for English Language Learners, (New York: Pearson Education,Inc, 2005), p. 277

genre has different purpose, schematic structure and certain linguistics characteristic. Genre of the text is partly determined by the culture in which the text it used. Derewianka (cited in Rahayu) states that "Different cultures achieve particular purpose in the text through language in different ways".³⁵ It means that the text differs not only in term of their purpose but also in the particular situation in which they are being used. The examples of English writing genres are recount, descriptive, discussion, procedure and narrative.

To differentiate one genre from the other, the students can analyze them through the purpose, schematic structure and certain linguistic characteristic. In short, each English writing genre could be characterized from its purpose as summarized as follows.³⁶ *Recount* genre aims to tell the readers what happened in the past through sequence of event (Orientation-Events-Evaluation). Meanwhile, the aim of *descriptive* text is to describe a particular things or person (identification-Description). The purpose of *Discussion* is to present information and opinions about some issue or events from several point of view (Title-Issue-Argument—Elaboration-Argument-Elaboration-Conclusion). The aim of *Procedure* is to tell how to do something (Goal-Step in sequence) while *Narrative* tries to amuse the readers (Orientation-Complication-Resolution).

³⁵ Indah Muji Rahayu, *The use of documentary portofolio assessment to measure the students' growth and accomlisment narrative writing*, op.cit., p. 14

³⁶ Patricia A.Richard and Marguriete Ann Snow, Academic Success for English Language Learners, op.cit., p. 282

In studying a particular genre, the students examine similar features of that genre in terms of prototypical settings, characters, storylines, and themes, as well as shared literary techniques. Through examination, comparing and contrasting the features and components of English writing genres, the students could eliminate their confusion about the differences between two similar genres, such as between narrative and recount. One advantage of using a genre is that the students learn a larger literacy practice of making generalizations about similarities between different texts based on certain genre features.³⁷ The students need to have the opportunity to produce some writing text based on their study of genre text. They can produce their own story in some genre text forms. For example, they can produce some genre text after reading a book and listening teachers' explanation. In studying genres, the students may then focus on techniques being employed to produce such texts. Then, in writing texts, they draw on their genre knowledge in providing feedback to each others' texts.

2. Narrative genre

One of the English genres learnt in Indonesian secondary school is narrative. Narrative is the form of writing used to relate the study of acts or

³⁷ <u>http://web.mit.edu/writing/Writing_Process/writingprocess.html</u> acessed on May 4 2009

events.³⁸ Setting of narrative places occurrences in time and tells what happened according to the natural sequence. There are many kinds of narrative text such short stories, novels, and news stories. For the students, knowing the pattern of narrative can help them to read stories with more interestingly and also can help them to write about the narrative text. The students can then improve their ability in the English writing competence with this material.

3. The component of narrative genre

The English narrative genre deals with the reconstruction of events and experiences. In order to distinguish the narrative genre, the students have to understand the significant components which build the narrative genre, those are schematic and language feature. The generic schematic structure and language features of English narrative genre are summarized below.

a. Schematic Structure

As quoted by Rahayu, Hammond (1987:163) states that "term of schematic structure is defined as the distinctive framework of the beginning, middle, and end of the text types".³⁹ In the narrative text there are three schematic structures. First, *Orientation;* it is to introduce the person, the

³⁸ George E Wishon and Julia M Burks, Lets Write English, op.cit, p.377

³⁹ Indah Muji Rahayu, *The use of documentary portofolio assessment to measure the students' growth and accomlisment narrative writing*, op.cit., p. 16

situation taking a place, when it happened and consists of set of circumstances that starts the action of story. The second is the *Complication*, i.e., the problem arises followed by other problem and the obstacle within or outside of the main character that comes between the character and what he or she wants. Last, the *Resolution;* it is the stage where the problem can be solved.

b. Language Feature

Language feature is the consequences of the communicative purpose of a text which involves several linguistic components.⁴⁰ The language features used in the English narrative text include: the use of noun phrase, such as, A pity beggar, A crowded city; the use of connective (first, then, finally), the use of adverbial phrases of time and place (in the street, a month ago), the use of simple past tense (She sang on the street, He eat the rice), The use of action verbs (Walk, Sleep, Run), the use of saying verbs (Say, Tell, Ask), the use of thinking verb, feeling verbs, and verbs of senses (He thought that he was alone, he felt hungry, She smelt something).

C. Paper project assessment

1. The nature of assessment

⁴⁰ Ibid.,p. 17

In the education field, assessment is one of part in the teaching and learning process. Assessment seems as unavoidable in the process of learning in formal education. Assessment is different with the test.⁴¹ Test is the method of measuring a persons' ability, knowledge or performance in a given domain. Assessment, on the other hand, is a continuous process that includes a much wider domain of students' competence.

There are two kinds of assessment, informal and formal assessments.⁴² Informal assessment can be conducted without planning; can take a number of form, and starting with incidental. The objective of informal assessment is to achieve performance without recording results and making fixed judgment about students' competence. In contrast, formal assessment is an exercise or procedures specifically designed to tap into storehouse of skill and knowledge. It means that the assessment can be conducted not only in the class but also in outside class. Yet, teacher needs to plan the assessment systematically to construct the appraisal of student achievement.

Based on the function, the assessment is classified in the formative and summative assessments.⁴³ Brown states that "formative assessment is to evaluate students in the process of forming their competencies and skill with

⁴¹ Douglas H. Brown, Language Assessment: Principle and Classroom Practice, Op.cit, p.3-4
⁴² Ibid.,p.5

⁴³ Ibid., p.6

the goal of helping them to continue that growth process".⁴⁴ The point of formative assessment is on how the teachers' delivery of the material is and how the students' internalization with the appropriate feedback in the performance is. Summative assessment aims to measure, conclude the students' achievement and is usually conducted at the end of a program. In the summative assessment, we can check what the students has learned and what the students have accomplished in relation to the objectives of learning. Final exam is one of the examples of summative assessment. Meanwhile, paper project assessment which this research studied is also a part of summative assessment.

2. The nature of paper project

Paper is a set in all parts of the written text. Paper writing has three characteristics.⁴⁵ First, a paper has to have convincing content. It means that the writer has to know what actually he wants to share to the readers so; it can help them to share their idea in the written form. Second, a paper has a clear organization. It clearly presents the topic, the purpose of the text, opinion in essay and topic sentence used. This helps to make the paper more clearly. The last is a paper has to have effective use of English language. The language is

⁴⁴ Ibid.,p.6

⁴⁵ Barbara H. Leonhard, Discoveries in Academic Writing, op. cit., p.2

clear, logical and to the point. The effective use of English language can help the readers know comprehend what the writer means in the written form.

The paper consists of a list of topics indicated by just one word, or a brief phrase.⁴⁶ The topics are taken to define and then write about it in a focused and sustained way. The writers choose the topics in order to enable them to show that they are able to identify an interesting question to the informant. Moreover, to develop and follow the topic through a detailed or wide ranging story to help them create the natural sequence event in order to produce narrative text writing.

3. The advantage and disadvantage of paper project assessment

Every method has strengths and weaknesses, the same applies to the paper project assessment; there are some advantages and disadvantages.⁴⁷ The advantages are:

a. It gives the students many chances to learn English writing. In the paper project assessment they have a lot of time to write the paper. It lets them to

⁴⁶ <u>http://ocw.mit.edu/NR/rdonlyres/Aeronautics-and-Astronautics/16-412JSpring-2005/3CB0B621-5B41-4CB9-9600-D174C696A633/0/prjtguidlns_ocw.pdf</u>, accessed on May, 11 2009

⁴⁷ <u>http://tik-sdntilote.blogspot.com/2009/04/macam-macam-metode-pembelajaran.html</u> accessed on June, 25 2009

explore their knowledge in English writing. Furthermore, they can discuss their difficulties with other friends.

- b. It stimulates the students to learn about responsibility. The paper projects usually are submitted at the end of the semester. So, the students have a reasonable timeframe and more freedom to finish their assessment project. Having the freedom, the students are encouraged to take the responsibility to self organize and self manage their projects. This can reinforce students' motivation.
- Paper project assessment enables the students experience the real process of writing by 'actually' going through and doing every step in English writing themselves.
- d. It can develop the students' initiatives and creativity. The paper project needs the creativity to finish it; inevitably, the students have to explore their creativity in order to be able to submit it as an assessment to the teacher. For example they must use the authentic story from their informant, they must present their paper in an interesting form, with a picture which supports their story so the paper has the authentic prove and attractive to read. And they can produce the essential question to the informant and so on.
- e. The project can build the relation between education and environment. The project is conducted outside the classroom. It lets the students to observe

their environment as their data for their writing. That activity involves students to see another part of live.

Despite the above mentioned advantages, the paper project also has some drawbacks. They are:

- a. It is hard to know whether the project is done by the students or other people. This is because the assessment is finished outside classes and the teacher cannot always control the students' process.
- b. There is a high risk of plagiarism.