

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains several theories through reviewing some literatures related to this study. The theoretical build up as follows:

A. REVIEW OF RELATED LITERATURE

1. Writing

a. Definition of Writing

Harmer states that writing is a process that we write is often heavily influenced by constraints of genres then these elements have to be present in learning activities.¹⁹ According to Cristina and Robert, writing is usefully described as a process; something which continuous change in time that should be developed and trained continuously.²⁰ It is also supported by Fylnn and Stainthrop that writing is medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task.²¹ It can be said that writing is a process of what we write can be influenced by the constraints of genres. Boardman stated that writing is a continuous process of thinking and organizing, rethinking, and

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed, (New York: Pearson Education Limited, 2004), 86.

²⁰ Cristina Russel McDonald and Robert L. McDonald, *Teaching Writing: Landmarks and Horizons* (Carbondale: Southern Illinois University Press, 2002), p.7.

²¹ Naomi Flynn and Rhona Stainthrop, *The Learning and Teaching of Reading and Writing*, (Chichester: Whurr Publisher Limited, 2006), p. 54.

reorganizing.²² Writing is an effective tool of language to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. The first is expository. Its writing gives information or explains something through a carefully crafted mix of key points and critical support. The second is persuasive. It attempts to convince the reader that a point of view is valid, or to persuade the reader to take specific action. The third is narrative. It recounts a personal experience that all details work together in an integrated way to create a complete story with beginning, development and turning point, and resolution. The fourth is imaginative. It invents a situation, perspective or story based on the writer's imagination. Thus, it can be noted that the writing can be classified into cognitive domain and affective domain. Cognitive domain from the opinions which can be based on facts and reality such as recount, exposition, articles, reports, etc. Whereas the affective domain from the imagination which can be based on fiction such as story, spoof, poetry, dramas, etc.

b. Problems of Writing

According to Msanjila there are six common problems that may occur when doing writing.²³ Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization

²² Cynthia A Boardman. *Writing to Communicate: Paragraph and Essay*. (New York: Longman, 2002), 11.

²³ Y. P. Msanjila. 2005. *Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morog*

or illogical sequence, spelling problem, and the last is grammatical errors. The students should pay attention on those six points to be able to make good writing text.

c. Steps of Writing

Writing is one of productive skills that need a process. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message. According to Harmer writing process is the stages that a writer goes through in order to produce something in its final written form. There are four steps in writing processes:²⁴

1) Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text the wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writer has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

²⁴ Jeremy Harmer, *How to Teach Writing*, (New York: Pearson Education Limited, 2004), 4.

2) Drafting

The first version of writing called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

3) Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

4) Final Version

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. But the writer is now ready to send the written text to its intended audience.

Ramirez states that writing can be done through some phases as the following quotes:²⁵

²⁵ A.G.Ramirez, *Creating Context for Second Language Acquisition*. (New York: Longman, 1995), p.300

“Writing activities can be structured along developmental, process-oriented, and proficiency-based models. A process oriented approach would call for a prewriting phase, a drafting or writing stage, and a revising phase. Each phase would enable students to focus their attention on different aspects of written communication: content, organization, purpose, audience, and grammatical accuracy.”

Thus, it can be concluded that writing needs a process. The first is planning, in this stage students write list of their ideas, the structure and the purpose of the text. The second is drafting. After they choose the topic, the structure and the purpose of the text, they generate it all into paragraph. The third is editing. In this phase, students check grammar, spelling, punctuation, diction, sentence structure, organization of the paragraph, etc. The fourth is revising. Students do final check of the text. They can read the text and recheck. If it necessary they can make changes, and produce a final version of the written text. Therefore, they need to check the text twice in order to make sure that there are no mistakes.

d. Teaching Writing

Harmer states that teaching means to give (someone knowledge) or to instruct or train (someone).²⁶ This means that the teacher performs a specific task or activity intention to encourage students

²⁶ Harmer, Jeremy, *How to Teach Writing*, (New York: Pearson Education Limited, 2004), p.57

to learn. So, teaching writing means that the teacher gives some knowledge about writing activity to students so that they can write a text well. Teaching writing is important because

Writing is a skill which is important in school and after school; writing for many students is a skill which can unlock the language arts. Students who have never read before often begin to read in the writing program. They have to read their own words to find out what they have said and decide how to say it more effectively; writing is thinking; writing is an ethical act, because the most important quality in writing is honesty; writing is a process of self-discovery; writing satisfies man's primitive hunger to communicate; writing is an art, and art is profound play.²⁷

Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:²⁸

1) Micro skill

- a) Produce writing at an efficient rate of speed to suit the purpose.
- b) Use acceptable grammatical systems, such as tense, agreement, pluralization, pattern and rules

²⁷ Murray, Donald M. *Learning by Teaching: Selected Articles on Learning and Teaching*, (Montclair, NJ: Boynton/Cook, 1973)

²⁸ Brown, H. D. *Principles of Language Learning and Teaching*, (New York: Pearson Education Limited 2000).

- c) Express a particular meaning in different grammatical forms.
- d) Produce graphemes and orthographic patterns of English.
- e) Produce an acceptable core of words and use appropriate word order patterns.

2) **Macro skill**

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicate functions of written texts according to form and purpose.
- c) Convey links and connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- d) Distinguish between literal and implied meanings when writing.
- e) Develop and use battery of writing strategies, such as accurately assessing the audiences interpretation, using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Teaching writing well is not easy. It must be several steps to be successful in teaching writing. Harmer states that there must be five steps at least in teaching writing.²⁹ The first step is demonstrating. In

²⁹ Harmer, Jeremy, *How to Teach Writing*, (New York: Pearson Education Limited, 2004), p.41

this stage, teachers give students examples of a text type that is going to be learned. They are explained in details, like its purpose, social functions, and grammatical feature. Students are given an understanding related to the differences among text types. The second step is motivating and provoking. In this phase, teachers are about to provoke and motivate students in finding ideas with fun ways. Teacher can construct an eliciting stage, for example, teacher prepares some jumble pictures to be shown. From the pictures, students can find their ideas. They can ask teachers for the correct sentences after they get ideas.

The third step is supporting. In writing process, students often have many questions to ask. It indicates that they need a lot of help from the teacher. Mostly they ask about language features, such as vocabulary, grammar, punctuation, and many others. Here, teacher should be available to help students in classroom. The fourth is responding. Responding here means the teacher only gives comments and suggestions without giving full correction on students' work. The last step is evaluating. It is considered as a must in every task or activity. In this phase, teacher judges students' final product and gives score. Teacher gives correction on each mistake so that students know their mistakes and further it can be a reflection for them. They can learn from those mistakes.

2. Technology for Writing

a. Web Tool to Teaching Writing

In this modern era, technology media is very closer with our daily life. We use any media in our activity. In

education, technology has been applied since many years ago. Many teacher or educator use a technology media to teaching, both searching material, deliver material, giving task and giving entertainment in learning process. It is very possible for teacher to teach any course using technology media both in classroom activity and non classroom activity. The technology media very help us to improve our motivation to learn writing. If we often to write, we can improve or ability in writing automatically. For learners, it will improve their score in writing also. Through the technology media, writers can share their opus in social media and writer can get money from their opus.

To teach writing, many technology media that teacher can use such as *Google docs*, *mind mapping*, *Popplets*, *Wikispaces*, *Storybird* and many others. The technology is also called as web tool. The web tools can be access using internet connection. Both teacher and learners can use the digital media as they need. The web tools provide some interesting features that can help us to write easily.

b. *Storybird* Application

The purpose of this web site will be for participants to use this tool as one of their options for creating their final product for this workshop. *Storybird* is a Web 2.0 application which will allow users to create an account and begin creating their digital story. Upon completion of creating their story, teachers will then be able to publish their story online, share with others, and invite individuals to collaborate with them if they choose.

These are the steps how you can create *Storybird* account and beginning your digital story.³⁰

- 1) To create your *Storybird* account, go to <http://storybird.com>. You will then need to click the link “Sign-up”.

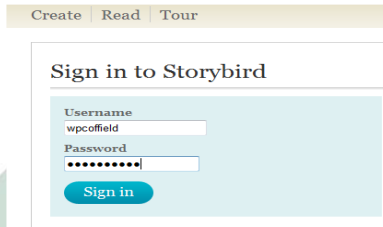
Picture 2.1 Storybird Tutorial First Steps



- 2) Follow the instructions given to set up your *Storybird* account.
- 3) You will need to check your e-mail to verify your *Storybird* account (Note: If you are using your work e-mail account, the registration verification e-mail sent from *Storybird* may be delivered to your spam folder or filter through your school network. Check with your schools technology department to make sure you can receive e-mails from *Storybird*).
- 4) Once your account is verified, you are ready to begin creating your story.
- 5) Login to *Storybird* with the username and password you created.

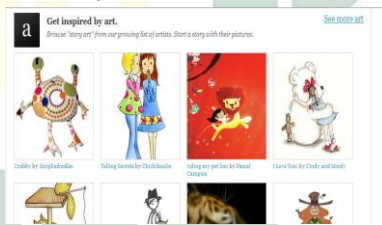
³⁰ <http://multimediaworkshopeduc7107-wpc.wikispaces.com/file/view/StoryBird+Tutorial.pdf>

Picture 2.2 *Storybird* Tutorial Fifth Steps



- 6) Once you're logged in, click "Create".
- 7) Once you click "Create", you will begin *Storybird* by selecting the artwork of your choice. You also have the option to view more art work other than what will be displayed on the page by clicking "See more art".

Picture 2.3 *Storybird* Tutorial Seventh Steps



- 8) Once you've selected your artwork, you will then be ready to begin your story. Click on the artwork of your choice and then click the blue button labeled "Start *Storybird*". *Storybird* displays your art work and provides you with a workspace to organize your story.

Picture 2.4 *Storybird* Tutorial Eighth Steps



- 9) Once you are done organizing and creating your story, and you are ready to publish and share, you will need to click “Save” and then click “Menu” > “Publish this *Storybird*”.
- 10) Once you click “Publish this *Storybird*” complete the information needed for your story such as “Summary”, “Tags”, and you will then select the radio button to make your *Storybird* “Public”.
- 11) Once this is done you can view, share, or invite others to collaborate with you on your story. For a tour of *Storybird* visit <http://storybird.com/tour/>.
- 12) Below is an example of one of my published *Storybirds*: (View my *Storybird* in its entirety at <http://storybird.com/books/taking-a-summer-splashinto-technology/>)

Picture 2.5 *Storybird* Tutorial Twelfth Step



In this study, researcher chose *Storybird* as a web tool to teach writing because *Storybird* application has some differences with other web tools. Through *Storybird*, teacher can make an online class. Teacher can control classroom activity through this web tool even though teacher cannot attend to class. Besides, *Storybird* application provides any features such as users can choose the type of their written want to be, users can choose any pictures that related with their story to make their written more interesting, users can share their opus to be read by other *Storybird* users. Sharing their story to be read by other people will make their self confidence in writing. Besides, *Storybird* application can help teacher to check and correct students' task and giving score easily.

3. Narrative Text

a. Definition of Narrative Text

In learning English writing, there are some genres or kinds that must be learned by students, those are: *expository text*, *descriptive text*, *persuasive text*, *creative text* and *narrative text*. According to Melly, "one division of the kinds of writing are follows, the first is expository writing (where the writing serves to explain or inform), the second is descriptive writing (writing that serves to show, describe), the third is persuasive writing (arguing for or against an issue), the fourth is creative writing (interestingly, creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more) and the last is writing narrative (tells a story).³¹ Some of

³¹ Melly, *All kinds of Writing* (USA. Blackwell Publishing, 2006), p. 1.

those writing genres must be learned by Senior High School students according to syllabus of curriculum 2013 revised 2016.

In this study, researcher chooses narrative text as a material of English subject based on pre interview with English teacher of SMA Negeri 1 Gedangan. Researcher adjusts to the problem that faced by the teacher. According to Anderson, a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.³² According to Hudak, a narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur.³³ According to Pardiyono, narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different ways.³⁴ In short, narrative text is a text which contains about story (fiction/non-fiction/ tales/ folktales/ fables/ myths/ epic) and its plot consists of climax of the story (complication) then followed by the resolution. The researcher choose narrative text because it is suitable with application that researcher will be use in this experiment. Moreover, narrative text is an interesting and challenging material to be taught through media or application. Creating narrative story, students can imagine anything to become a story. Besides, the narrative text is rather difficult to be learned by students. Usually, the teacher gives an example of

³² Anderson, *Text Types in English*, (Sydney : Macmilan Educational Australia Pty Ltd.199), p. 18

³³ Hudak.C Heater, *Narrative Paragraph* (USA. Weigel Publisher Inc, 2008), p. 4.

³⁴ Pardiyono. 2007. *Bahasa Indonesia* (Bandung: CV. Andi Offset.Company Inc, 2007), p.67

narrative text and discusses the generic structure of the text without practice to make a narrative text. Through this application, students can create their own narrative story.

b. Purpose of Narrative Text

The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener.³⁵ Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

c. Generic Structures of Narrative Text

To make a good narrative text, the writer has to include and learn about the components of narrative text which divided into two parts, the language features and also the generic structures. According to Anderson, narrative text has three significant schematic structures: Orientation, complication and resolution.³⁶ Moreover in the development of narrative text, generic structures of narrative text can be:

- 1) Orientation-complication-resolution
- 2) Orientation-complication-resolution-reorientation
- 3) Orientation - evaluation - complication - resolution – reorion - reorientation

In this study the researcher choose the orientation – complication - resolution as the generic structures of

³⁵ Anderson, *Text Types in English*, (Sydney : Macmilan Educational Australia Pty Ltd. 199), p. 6

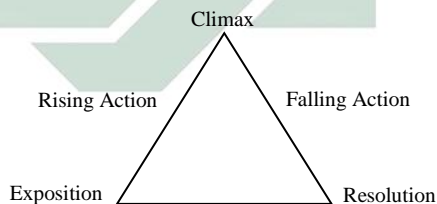
³⁶Anderson, Mark and Kathy, *Text Type in English*, (Sydney: Macmillan. Educational Pty Ltd, 1997)

the narrative text. The definition of the generic structures shows as follows:

- Orientation is the surface condition of a story. It tells about the characters, what story, where the story happened and also the time of the story. It is beginning of the narrative text, which tell about the surface condition about the narrative or the story that the writer want to tell.
- Complication is the problem of the story. It tells about what happened in the story. It also tells about the entire event that happened in the story.
- Resolution is problem solving of the problem that appears in the story, and the conclusion of the story itself. It is the end of the story, whether it is sad or happy ending.

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way. That picture is known as the Freitag triangle.³⁷

Figure 2.1 Freitag triangle



³⁷ Neo, Ernest. *Narrative for 'O' Level*. (Malaysia: Longman, 2005) p. 2.

A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story and also having a final conclusion that signals at the end of the story.

d. Language Features of Narrative Text

Narrative text has many language features. As a writer or reader we have to identify the specific characters, places and time in order to make the reader or viewer easy to understand the way of the story. Moreover, we have to give adjectives to the character of the story and give the information about the character do in the story. According to Anderson, the language features of narrative text are:³⁸

- 1) Noun that identify the specific characters and places in the story.
- 2) Adjectives that provide accurate description of the characters and setting.
- 3) Verbs that show the actions that occur in the story.
- 4) Time words that connect events to tell when they occur, the use of simple past tense and past continuous tense.

³⁸ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Melbourne: Macmillan,1998), p. 3.

B. RELEVANT OF PREVIOUS STUDY

There are some studies that conducted by the researchers related to this study. The following are the previous study relates to this research:

The first is a study conducted by *Siti Mariam Zakaria, Melor Md. Yunus, Nurhuda Mohamad Nazri, Parilah M. Shah* with the title *Students' Experience of Using Storybird in Writing ESL Narrative Text*. This study aims to identify students' experiences in using digital storytelling tool called *Storybird* in writing English as a Second Language (ESL) narrative text. The findings show that majority of the respondents reflect their positive experiences in using *Storybird* application in writing ESL narrative text. Whereas in this study, the researcher focus on not only students' experience but also students' respond and effects of *Storybird* application tool in writing.

The second is study conducted by *Kevin R. Parker and Joseph T. Chao* with the title *Wiki as a Teaching Tool*. The study focuses on using Wiki as a web tool of collaborative learning in writing classroom. The study also explains wiki usage, investigates its contribution to various learning paradigms, examines the current literature on wiki use in education, and suggests additional uses in teaching software engineering. In this study, the researcher focuses on the effectiveness of *Storybird* application to be used in teaching writing in classroom activity.

The third is study conducted *Cornelia Brodahl, Said Hadjerrouit, and Nils Kristian Hansen, Kristiansand, Norway* with the title *Collaborative Writing with Web 2.0 Technologies: Education Students' Perceptions*. The study focus on investigating beginner education students' perceptions of

collaborative Web 2.0 tools to support academic work. The goal is to enrich the empirical results in this domain by evaluating the perceived effectiveness of Google Docs and Ether Pad as online collaborative tools. Whereas in this study, the researcher focus on the effectiveness of other kind of Web 2.0 that is *Storybird* application.

