CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Definition of writing

According to Nystrand (1989: 75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, Sudaryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (1992: 21) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

Nura (2003: 71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and

to addapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting laguange. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2.2. Steps of writing

Farmer (1993: 13) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, and (4) revising. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. Organizing includes making a draft and arranging the ideas into hierarchical order. Writing is the main activity. It is done to develop the draft into a good composition of writing. The last is

revising which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (1986: 3) states that there are three steps in writing, those are: (1) pre-writing, (2) writing a first draft, and (3) revising or post-writing. It means that these three steps are almost the same as the above opinion. Pre-writing is the preparation of writing, writing a first draft can be the same as organizing and writing, and revising or post-writing is the last step. So, revising or post-writing is the product which will be consumed by the readers.

Ramirez (1995: 300) says that writing can be done through some phases as the following quotes:

> "Writing activities can be structured along developmental,
> process-oriented, and proficiency-based models. A processoriented
> 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."

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper. A good writing process can be done by preparing and determining the subject, then making drafts, and revising or post-writing.

2.3. The teaching of writing in Junior High School

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) SMP Muhammadiyah 7 Cerme, English is taught as a compulsory subject for students. It covers the four language skills, they are listening, speaking, reading, and writing. In writing, there are some competencies that the students have to master. Those competencies are written in the standard of competence and basic

competence. The content of the standard of competence and basic competence for

junior high school students especially grade VIII semester 2 in SMP

Muhammadiyah 7 Cerme can be shown in the table below.

Table 2.1. Standard of Competence and Basic Competence of
Writing Skill for Junior High School Students Grade VIII Semester 2

Standard of Competence	Basic Competence	
12. Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around.	12.1	Expressing meaning in the form of written short functional texts using written language accurately, fluently and acceptably to interact with people around.
	12.2	Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narritve.

From the table of standard competence and basic competence, it can be seen

that there are some texts that should be learned by the students. Those are

announcement, advertisement, and invitation for the short functional text,

meanwhile, texts which are categorized as essays are recount and narrative.

However, in this study, the researcher will only focus on narrative text.

2.4. Narrative text

2.4.1. Definition of narrative text

Anderson and Anderson (1997: 8) say that narrative text is a piece of text

which tells a story and in doing so entertains and informs the reader or listener.

Meanwhile, Percy in Permana and Zuhri (2013:2) state that narrative is a type of

essay that tells a story or a series of events in which they occur. Its purpose is to

give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf (1989:136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

2.4.2. Generic structures of narrative text

Derewianka (1990: 32) states that the steps for constructing a narrative are: 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just

would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3) Resolution. In a "satisfying "narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will

happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

2.4.3. Language features

1) Using part action verb: Climbed, Turned, Brought, etc.

2) Using specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.

3) Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.

4) Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc.

5) Using adverbs and adverbial phrase to show the location of events. Examples: Here, in the mountain, ever after, etc.

6) Using dialogue to elicit an emotional response from the reader.

7) Using Past Tense

8) Using of variety of simple, compound and complex sentences

2.5. Cooperative Learning Type Jigsaw

2.5.1 Definition of Cooperative Learning Type Jigsaw

One technique that can be applied in Cooperative Learning Model is the Type Jigsaw. This model was developed by Elliot Aronson of the University of Texas and later adapted by Slavin.

According to Anita Lie (2010: 69) in Type Jigsaw occurred the combination of various activities like reading, writing, listening and speaking. This type can also be used in a variety of subjects, such as science, social studies, mathematics, religion, and language. By examining in depth, this type is suitable for all classes / actions.

Students not only learn the material provided, but they also must be ready to give and teach the material to the other group members. Thus, students are dependent on each other and should work together cooperatively to learn the material that has been assigned.The members of the different teams with the same topic meet for discussion (team of experts), help each other on topics assigned to their learning. The students then returned to the group and explain what they have learned earlier in the meeting of the expert team. The relationship between the original and expert group can be described as follows:
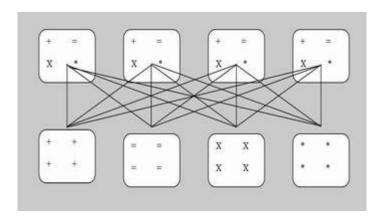

Figure 1. The Relationship Between the Original and Expert Group
in Cooperative Learning Model Type JigsawAccording to Arends
X = students from x group
+ = students from + group
- = students from – group
· = students from · group (Anita Lie, 2010: 69)

So, it can be concluded that Jigsaw is one of the Cooperative Learning Model type, where the students are divided into heterogeneous small groups.

2.5.2   Procedures of Cooperative Learning Type Jigsaw

Step of the implementation of Cooperative Learning Model Type Jigsawaccording to Anita Lie (2010: 69) including:

a) The teacher divides the learning material that will be given into 4 parts.

b) Before the learning material is given, teachers provide an introduction to the topics that will be discussed in today's material. Teacher can write the topic on the board and ask what students know about the topic. Brainstorming activity is intended to enable students to be better prepared to face the new lesson.

c) Students are divided into groups of four.

d) The first part is given to the first students, while the second student receives a second part, and so on.

e) Then the students are asked to write and do their part.

f) Upon completion, students share the part that is read or performed. In this activity, students can complement each other and interact with each other..

g) For writing activities, teachers share part of unwrite stories to each student. Students write the passage.

h) This activity can be ended with a discussion on the topic of the learning material. Discussions can be done between a couple or with the whole class.

i) If a given task is quite difficult, students can form a group of experts (in theirown group), the students gathered with other students. They work together to study or work on that section. Then, each student back to their own group and do what late to learn from the expert group.

2.6. Previous Study

There are some researches which are conducted a research about writing ability before this study carry out, researcher relates this study from the previous research which has similarity that can be used to material review.

The first, a study by Retna Oktaviani (2013) investigated the effect of jigaw technique in writing a descriptive text. The subject of this study was the tenth grade at one senior high school in West Bandung. The instruments used were pre-test, post-test, and questionnaire of attitudes towards the jigsaw technique. The researcher analyzed the data using SPSS 16.0. T-test is used to compare the scores of the experimental group and control group. The findings indicated that jigsaw technique give positive effect on students' ability in writing a descriptive text. By using jigsaw technique the students able to improve their writing skill, advance their grammatical mastery, increase their creative thinking, and improve their presentation skill as well as their confidence.

The second study was conducted by Iranita and Pupung (2015). The researchers investigated the effect of jigsaw strategy in writing a recount text. The subject of this study was the eleventh grade at vocational high school in Bandung. The instrument used were questionnaires, pre-test and post-test. The data from pre-test and post-test were analyzed by using independent t-test. SPSS 20.0 program was used to do the statistical test. The findings indicated that jigsaw technique give positive effect on students' ability in writing a recount text. In addition, jigsaw helps students to gather more knowledge when sharing the information and knowledge of their part in the expert group.

The third study was conducted by Ridha and Siti (2012) concerns on improving the students' ability in writing recount text by applying jigsaw technique. The subject of this study was the eighth grade students of SMP Negeri 1 H.Perak. The subject of this study 36 consisting of females and males. The instruments which were used in this study were quantitaive data was the writing of recount test while qualitative data were gathered by using interview, diary notes, and observation sheet. Based on the data analysis, data showed that students' ability in writing reports are improved from cycle I to cycle II. It means, the application of jigsaw technique in writing recount text improves the students' ability in writing recounts.

Another study was conducted by Sedat Maden (2011) investigated the effect of jigaw technique in writing expression. The subject of this study was 70 students studying at the Department of Turkish teaching. The instruments used were pre-test, post-test, and questionnaire. The researcher analyzed the data using statistical analyses. It was also determined according to the results obtained from the study that the students stated positive views for the jigsaw technique.

The result of those studies show that cooperative learning type jigsaw can be applied in all skill of English lesson. Therefore the researcher will conduct the research on writing skill. The researcher choose apply this strategy in writing narrative text for students in Junior High School. Here the researcher want to investigate the process and the effect the strategy , the students writing ability and the problem faced by the students during implementing this strategy. The researcher use cooperative learning type jigsaw because the researcher want to try the effectiveness of cooperative learning type jigsaw toward writing ability. The

result for students , it is useful for them and give positive influence especially in writing narrative text.

2.7. Research Hypothesis

The previous studies on the Cooperative Learning Type Jigsaw were varied on the purposes, focuses, subjects, and writing ability. The research from Retna Oktaviani has the result that Jigsaw technique give significant different to the students writing ability. The second previous study from Iranita and Pupung has the result that teaching writing by using Jigsaw is an effective way to solve the challenges faced by students in term of building and developing their knowledge of writing ability. Then, the third previous study from Ridha and Siti showed that the application of Jigsaw technique in writing improves the students' ability in writing. And the last previous study from Sedat Maden that the students stated positive views for the Jigsaw technique.

From the previous studies above, it shows that the Cooperative Learning Type Jigsaw give significant effect on students' writing ability. This study has a purpose to investigate whether the Cooperative Learning Type Jigsaw has significant effect in the writing ability for Junior High School students. The following hypothesis is formulated: Cooperative Learning Type Jigsaw has significant effect on the Junior High School students in writing narrative text ability.