

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teaching English**

Teaching and learning English abounds of challenge. Said et al (2013) explored that teaching English as a foreign language has been a challenge because of the teaching of English is often disturbed by the influence of the first language. One of the way used to motivate students is by choosing appropriate teaching methods. The current conventional method is less motivate students to learn English.

In the English subject there are many skills that must be mastered by the student, including: speaking, listening, reading, and writing. In addition, there are also other supporting aspects that must be mastered by the students such as grammar and vocabulary. Teachers should have adequate knowledge in setting up good teaching methods, provide a source of teaching material and many more. In other words, a teacher as a facilitator should have a good educational background. Moreover, the success of language teaching also supported by good environment and media used to deliver the material. Therefore the teacher must create a good condition and make student interested with their teaching class thus students can engage actively in English learning process.

#### **2.2 Teaching English at Junior High School**

Target of English learning in junior high school is that the students can achieve functional levels of orally and written communication to solve daily problems. The goals of junior high school learning are to develop students

competency in orally and written communication, to understand the importance of English language, to develop students' understanding toward language and culture (Gunawan, 2010). Furthermore, the material of English teaching at 8th grade of junior high school are showing care, asking permission, instruction, caution, greeting card, cause-effect, descriptive, simple past tense, recount text, narrative text, notice, and song.

The implementation of English teaching at Junior High School level is often a little different with the rest. Games and fun activities are the part of junior high school English classes. Usually, most of the class of junior high will be team-taught together. As stated by McCarson (2016), Junior high students need to find their ways to express themselves as they transition from childhood to adolescence. The English classroom offers many opportunities to inspire their individuality through reading and writing. Enhance students' experience through games and activities will give them occasions to use literature and language creatively. It is also strengthened by Cascio (2016) Junior high English students are faced with high expectations as they prepare to enter high school. They have to exhibit mastery of grammar and language, and be able to analyze the subtle elements of literature. Games and activities will help them bolster both of these skill sets, and at the same time break the monotony of traditional English instruction.

## **2.3 Teaching Writing**

### **2.3.1 The Definition of Writing**

Many definitions have been proposed by some author about what writing is. Writing is one of the most difficult skills that students are expected

to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies (Barkaoui, 2007). Braine & Yorozu (1998) pointed out that basically, writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. Furthermore, Kellogg (2008) concluded that writing is one of basic skill that helps to reinforce the grammatical structure, enrich students' vocabulary, and assist other language skills such as reading, listening and speaking.

### **2.3.2 The Importance of Writing**

Writing as one of the skills needed to master the English language, have a significant role. Suleiman (2000) found that writing is a central element of language, any reading and language program must consider the several aspect of writing in instructional practices, such as assessment procedures, and language development. Writing should receive more attention in ESL classes in order to prepare learners to cope with the communicative demands of real life situations. (Ismail, 2011). According to Harmer (1998) cited by Faraj (2015), writing skill has been recognized as one of the basic skills for language learning. Chastian (1988) mentioned that writing is a basic communication skill and a unique asset in the process of learning an English language. Strong writing skills may enhance students' chances for success (Alexander, 2008). Furthermore, Fageeh (2011) investigated that many EFL learners heavily rely on writing skill in language learning. It is as supported by much researchs that EFL learners' listening,

speaking and reading skills mainly depend on their writing competence (Heffernan, 2006; Hinkel, 2004; Al-Ghamari, 2004; Cayer & Sacks, 1979).

### **2.3.3 The Process of Writing**

Related to the process of writing, Ismail (2011) stated that writing is really seen as a process of discovery as the writers try to find their way while they are struggling to think, compose and put their ideas together. Boardman (2002) also added that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Zamel (1998) cited by Al-Sawalha and Chow (2012) explained that writing helps students to obtain content knowledge and in the course of analyzing, synthesizing, evaluating and making inferences, students are actually developing their cognitive skills. Thus, writing is a process that includes planning content, drafting, evaluating, revising and editing as stages that lead to the final product.

### **2.3.4 The Principle of Teaching and Learning Writing**

The process of teaching and learning writing usually begins with some form of pre-writing activity in which learners work together in groups for generating the ideas toward particular topic. Klein (2010) mentioned that there are few principles that teachers should consider in teaching writing, such as; understand students' reasons for writing, provide many opportunities for students to write, make feedback helpful and meaningful, clarify students' writing will be evaluated. Furthermore, the principle of teaching writing posed by Gaith (2002). Gaith mentions that the main element of teaching

writing are planning, drafting, editing and final version. In other words, writing instructions began to include the entire process of writing such as invention, drafting, feedback, and revision.

### **2.3.5 Problems of Teaching and Learning Writing**

In teaching and learning writing, there is a lot of problems which mostly occur during its process. In many cases, the hardest thing for a student concerning writing is to get started with the writing process. According to Cowley (2004), there are different reasons why students have trouble with this. One reason could be that the students are afraid of failing and that they are under pressure to perform. The teacher must calm them down and persuade them that if they do make mistakes, it is not a disaster. They will just have to correct them afterwards. (Elftrop, 2007). Next, the knowledge of what to write about is a quite common problem. The process of collecting information and coming up with ideas is not easy for everyone. (Elftrop, 2007).

There are various strategies in teaching writing. Those strategies are such as brainwriting, story circle, combining numbered heads and placemat, peer correction, mind mapping, chain story, etc. Graham (2008) mentions that teaching writing strategy practices are likely to be even effective if they involve students in various forms of writing over time, increase students' knowledge about writing, foster students' interest, enjoyment, and motivation to write; help students become strategic writers, teach basic

writing skills to mastery, take advantage of technological writing tools, and use assessment to gauge students' progress and needs.

## **2.4 Teaching Writing Strategy**

With writing seen as so important, the best methods of teaching writing become vital. As mentioned by Monaghan (2007), that not long after writing was invented, teaching writing came into play, and now, educators have yet to settle on the most effective classroom strategies for teaching writing. Beside, teachers can help to enhance writing ability by using simple strategies that can form part of their day to day teaching (Spiller&Ferguson, 2011).

### **2.4.1 Chain Story**

Chain story is one of teaching strategy used to teach writing. As Boulingui and Lee (2010:2) said that chain story is a story written by many people and only the next person in the chain knows where the story will end. Stolbova (2009) stated that chain story can be used to help them to link sentences in one text. Students can enjoy in making their writing so that they will be motivated and never feel bored. The activity using chain story strategy also can allow students to be creative and imaginative. That is why it is good to start using chain story in teaching English. Related to these theories, chain story is an activity in which one person writes a word, sentence, paragraph or more in the style of a story and then passing the piece of paper onto the next person, who continues the story.

### **2.4.2 Principle of Chain Story**

For the principle of chain story, Magee concluded it into: (1) Warm-up, (2) Groups, (3) Writing, (4) Error correction, (5) Reading. In the warm up activity, the teacher initiates a discussion, ask questions which will encourage students to generate related vocabulary words, students are also asked to contribute similar stories and traditions from their own cultures. In groups activity, the students are divided into groups of four or five, the teacher explains and models the procedure for writing chain stories, the students are told to use as many new vocabulary words as they can, the teacher writes an introductory sentence on the board to help the students get started. In writing activity, the students are given one to two minutes to write their contributions to the story. In error correction activity, The teacher reads all the stories, underlines errors in them. The students are encouraged to work in pairs to find and correct the errors. The students are given back their papers to correct. In reading activity, The teacher allows each group 15 to 20 minutes to read each story and decide on their favorite, the students elect a spokesperson who reads it out loud to the class.

### **2.4.3 Procedure of Chain Story**

There are several procedure posed by some authors. The procedure in implementation chain story related to Grigg are: (1) Get participants into groups of 6-10, (2) Have the various household objects displayed on a table, so that they are visible to everyone, (3) Ask a volunteer from the group to select one object and start a story about the object to their group, and take no

longer than a minute, (4) When the first group member is finished their part of the story, ask another group member to select a second object and continue the story, tying in the new object into the story. Again, no longer than a minute, (5) Continue until all objects have been selected and all team members have contributed to the story. The procedures of chain story strategies which are adapted from Brozo (2008). Those are: 1. The teacher splits the students into groups. 2. The teacher gives one descriptive sentence connected to the topic. 3. All of the members continue the sentence in turn until all the descriptions are accomplished. 4. The teacher exchanges the students' group works, analyze it and give a feedback to the students.

#### **2.4.4 Advantages and Disadvantages of Chain Story**

In every strategy puts some strength and weaknesses. Chain Story is very motivating, challenging and great fun for the students. While for the teachers, it can ease them to introduce new vocabulary and grammar to the students. It is also memorable and familiar contexts which will enrich student's ideas. In this activity, students can work interactively because they work together in a group. Also, the teacher can know the student's development in learning writing. Moreover, the students also can support to express themselves as individual. The greatest advantage of chain story strategy is interesting.

According to Smelcer cited by Magee (1993), Chain Story has some advantages and disadvantages. The advantages are students feel comfortable in learning writing, students can improve their knowledge, skills,



attitude for learning, it can be used to review vocabulary and grammatical structure, it helps students in correcting error. The disadvantages are; (1) the teacher must spend much time to give explanation and instruction in applying chain story strategy, (2) It is quite difficult to control the groups in a big class, (3) The slow students could be totally lost because every student only has few minutes in writing a sentence.

## **2.5 Types of Writing**

There are so many types of writing, including narrative, descriptive, Expository, and persuasive.

### **2.5.1 Narrative Text**

Many definitions have been revealed by some author about what narrative text is. According to Munand (2014), narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Narrative is the type of writing that tells a story. It usually used for the young learner in learning writing. The story can be used fictional story such as short stories and novels. (Moorin, 2011). Also, Anderson (1997) states that narrative is a text which tells a story and entertains or informs the reader or listener. Thus, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways.

The characteristics of narrative text related to Anderson (1997) are:  
(1) narrative text tells us about a story of event, (2) The events are usually

arranged in chronological order, (3) The narrator has a purpose to make an impression to the reader.

The language features usually found in narrative texts are: (1) specific characters, (2) time words that connect to tell when they occur, (3) verbs to show the action that occur in the story, (4) Descriptive words to portray the character and setting (Anderson, 1997).

There many types of narrative texts, among others are humor, mystery, romance, fantasy, crime, science, fiction, real life fiction, diary novels, theoretical fiction , and adventure (Neo, 2005).

Below is the example of narrative text about Fox and A Cat.

#### *Fox and A Cat*

*One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.*

*'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'*

*'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.*

*Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'*

*The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.*

### **2.5.2 Generic Structure of Narrative Text**

Narrative text has a structure. Neo (2005) states that the structure of narrative can be represented graphically in this way.

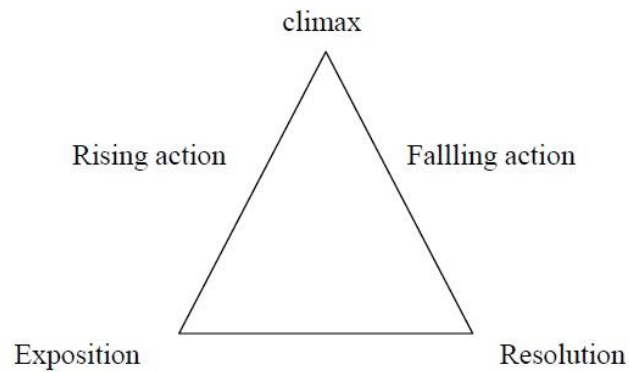


Figure 2.1 Freitag Triangle

This picture is known as the Freitag triangle. The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide systematically in doing writing. The Freitag triangle consists of:

- a. The composition, it establishes the characters and situation.
- b. Rising action, it refers to a series of complication leads to the climax.
- c. The climax is the critical moment when problem/conflicts demand something to be done about them.
- d. Falling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

On the other hand, Anderson (1997) states that the steps for constructing a narrative are:

- a. Orientation/exposition

The readers are introduced to the main characters and possibly minor characters. Some indication is generally given of where the action is located and when it is taking place.

- b. Complication/rising action

The complication 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 characters and serves to (temporarily) toward them from reaching their goal.

c. Sequence of event/Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order or with flashback. The audience is given the narrator's point of view.

d. Resolution/falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.

e. Reorientation

It is an optional closure of event.

### **2.5.3 Steps in Writing Narrative Text**

There are many steps in writing narrative text. According to John (1997), the writing of narrative activity can be down into four separate parts. Each of these four parts will be single paragraph. The paragraph should be arranged as follows:

a. The first paragraph should tell something about the job. What kind of work were you doing? Where was the work performed? What were your working conditions like?

- b. The second paragraph should describe the conflict. What was its source? Was it a conflict over two different attitudes toward work, two different ways of doing the same job, two different personalities?
- c. The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?
- d. The fourth paragraph should give the moral of the story. What did you learn from the experience? Were you able to apply what you learned to other experiences in your life?

In writing narrative text, teachers must provide the support for students to learn narrative. The ways for doing that activity are as follows: first, children must be exposed to the consistent use of narrative text terms. Narratives have been described as having several common components including a setting, plot, resolution or story ending. The terms and rules of application are often referred to as the story grammar of narrative. Second, children must learn that narratives have a common structure. Third, children should be taught that narratives have connectivity. Connectivity between story information. The content important to understanding must be assigned a story grammar component, and have importance based on connectivity from a goal to events that follow in the story. Fourth, for narrative suggested using shapes; rectangles, squares and ovals to represent story content with arrows showing connectivity. These graphic organizer were developed for instructional purposes to show students how to make connections between events in narrative in order to focus attention on both the pattern of story events and the relationship that connect the story events to another.

## 2.6 Previous Study

Narendra & Fahri in 2016 conduct a research with the title “The Implementation Of Chain Story Game To Teach Speaking In Recount Text For Eight Graders Of SMPN 39 SURABAYA. The similarity between Narendra & Fahris’ research and this research is investigating the implementation Of Chain Story. The differentiation between Narendra & Fahris’ research and this research are on the skill and the kind of text. Narendra & Fahris’ research focuses on speaking skill and recount text while this research focuses on writing skill and narrative text.

Rahayu & Tyas (2016) conducted a qualitative research related to the implementation of Chain Story in teaching speaking of story telling. The similarity between Rahayu & Tyas (2016) research and this research is investigate the implementation Of Chain Story. The differentiation between Rahayu & Tyas (2016) research and this research are on the skill and the kind of material. Rahayu & Tyas (2016) research focuses on speaking skill and teaching story telling while this research focuses on writing skill and teaching narrative text.

Furthermore, Putranto & Pusparini (2013) in their descriptive qualitative research with the title “The Implementation of Steps Chain Story As A Technique To Teach Speaking Procedure Text for Seventh Graders of SMPN 1 Sidoarjo” investigate the implementation of steps chain which focused on procedure text and students’ speaking ability. The similarity between Putranto & Pusparini (2013) research and this research is investigate the implementation Of Chain Story. The differentiation between Putranto & Pusparini (2013) research and this research are on the skill and the kind of text. Putranto & Pusparini (2013)

research focuses on speaking skill and procedure text while this research focuses on writing skill and narrative text.