

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer tries to explain more theoretically related to the theories in this study.

2.1 Writing

Writing is an act of communication. It is an act of making marks on certain surface in a form of graphic presentation, to make meaning. Writing is one of four skills in English learning language. Writing is one of the important skills which have to be mastered by the students while learning English lesson beside speaking. It is a process where student can write in good way and mastering the skill.

Laili (2009:9) state that writing is the skill to express idea, thoughts, and the feelings to the readers written and symbol to make the reader understand the ideas. The writing skill is very important to make good information that understandable for the reader. Writing is being recognized as an important learning tool, not only enables to know acquisition but also to know the expression using written language. Meili, et al (2005:186).

This activity is good to learn, as Oshima and Hongue (1997:2) state that writing takes study and practice to develop this skill. Get used to writing everyday can make student practice their English skill and develop their vocabulary. Good in listening but lack in writing cannot make them confuse how to write the word that they listened. That is one of some reasons why writing is important to learn.

In writing activity, students learn how to express their idea, experiences, thought and feeling. As elbow in brown (1994:322) stated, that writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel and perceive. Based on that statement, we can conclude that writing is an interesting activity. Student can explore their thinking then express it on the paper, they can write everything which on their mind, free writing and feel fun. Besides, Heaton (1975:138) the writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment elements.

From some experts' opinion above, we know that beside writing need creative thinking, writing also needs correction of grammatical structure to make it good and suitable. Suitable here means content, context, story, tenses are match. These are important also to learn because good writing can make reader easy to understand and get the point what is the text tells about.

The purpose of writing, in principle is the expression of ideas, the conveying of a message to the reader, giving pleasure and information and served of other function. Good writing has to cover all those purpose of writing itself to make it easy to understand by the reader. On the other hand, writing also needs some attention to formal aspect: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. Vocabulary has to match with the point of the statement in paragraph. This activity needs process and specific attention to make a good writing especially in grammatical structure and used good vocabulary. Make a good writing has to be

careful, because every word has to match and has connection between first word or first statement with the following. Do not forget to put some symbols to make it interesting when reader read the text, like comma and other punctuations.

2.1.1 The Element of Writing

There are five elements required to compose good writing. Those elements as a follow:

a. Content

It consists of information related the topic, the development thesis, the development of information and so on. The topic should be from writer opinion.

b. Language use

It performs students' writing skill in the term of grammar. In this element, students have to show how well they use their grammar in their writing since the grammar is very important role in writing activity. It is supported by Harmer (1999:12), grammar is an important role in writing since language (oral and written) is constructed by grammar.

c. Vocabulary

Vocabulary deals with the effective and appropriate word choice, the word form mastery, the logic expression of ideas, and the variety of arrangement and the interrelationship of words.

d. Organization

It delivers how well, fluent, and cohesive students in organizing their writing to be good text. Every kind of text have different organization in writing, commonly it is called generic structure of the text.

e. Mechanism

This element shows students' ability to use the right spelling, punctuation, capitalization, paragraphing, and hand writing from which appropriate to the particular readers.

2.1.2 Process of Writing

Writing is an open process of discovery; some preparation should be done to make the writing exciting. It consists of preparing the students in pre-writing period, analyzing writing task, and gathering materials, thinking and planning. All those part of preparation come together to make something new through writing.

There are three stages of writing activity:

A. Pre-writing

Pre-writing is often called as an invention stage. It includes the preliminary things that the writers do to start writing. Before writing, student needs to determined what to write and should have something meaningful to convey. If they have determined what will they write about, they usually needs a time in which to full it over, organizes their thinking and perhaps to generate more ideas or collect more information. Graham

and Perin (2007) stated Pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before writing. For example, before the students start to write, they should have to make a plan, organizing ideas, assigning a topic, and make a draft.

B. While-writing

Graham and Perin (2007) stated the process writing approach involve a number of interwoven activities, including creating extended opportunities for writing (a) emphasizing writing for real audience (b) encouraging cycles of planning, translating and reviewing (c) stressing personal responsibility and ownership of writing projects (d) facilitating high level of student interactions (e) developing supportive writing environment (f) encouraging self-reflection and evaluation (g) and offering personalized individual assistance, briefing instructional lesson to meet student's individual needs, in some instances, more extended and systematic instruction.

C. Post-writing

In post-writing involves all draft and the final product, including several additional materials before the writer come to his final product. Murray stated that post-writing mean polishing the final product by proof reading and making connection in grammar, mechanics and spelling. In this stage,

the writer may add several ideas that the writer thinks necessary for his writing, revising and editing his composition.

2.1.3 The Material Aspect of Teaching Writing

One of the principle of teaching writing is the teacher should expose the students in junior high school to understand some kinds of text in learning English. Such as Narrative text, Recount text, Procedure text, Repot text, Descriptive text, Analytical text and Hortatory text. Every text has different generic structure or organization in beginning, body and the end of the paragraph. Based on English syllabus of *Kurikulum Tingkat Satuan Pendidikan 2006*, teaching writing for junior high school students involves the teaching of paragraph or text. In second grade of Junior High School the texts advocated are: Recount text, Descriptive text and Narrative text. The researcher prefers to use narrative text as a variable of this study.

2.1.3.1 Recount Text

Recount text is a text which tells about someone's experience in the past in a chronological order. The purpose of the text is to retell the readers about the past events.

2.1.3.2 Descriptive Text

Descriptive text is a text which describes something or someone specifically. The purpose is to tell the readers about something or someone description.

2.1.3.3 Narrative Text

Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, there are five *monologs* texts that must be learn by the student. One of them is narrative text.

There are some experts who have opinion about the definition and also purpose of Narrative text. According to Dumais (1988:60), Narrative text tells a story a series of connected incidents, or an action process of an action. In a Narrative, the incidents that make up the story are usually told in order on which they would really happen. According to (Rossa & Eschloz, 1986:200), a good narration has four essential features. They are clear context (telling who, when, how and to whom the action happened). Moreover, Hogin (in Putra, 1999) says that a narrative is a kind of text which tells story or event in a chronological order or a time order.

According to Derewianka (1990:40), the basic purpose of narrative text is to entertain, to gain and hold the readers interest in a story or hears through factual as well as imaginative experience. In addition, Depdiknas (2004:49) states that narrative also has social function to amuse, to entertain, and to deal with actual or via carious experience in different ways: narrative deals with problematic events that lead to crisis or turning point of some kind, which in turn find resolution.

Generally, Narrative text is containing of Fairytale, Legend and Fable. In short, it can conclude that Narrative text is a text which tells about story or event in a chronological order in the past and the purpose is to amuse, entertain and to deal with actual or various experience in different ways.

Writing also involves some different aspect material. The aspects are:

a. Handwriting

The neatness and the legibility of the text are very important for the readers to read easily.

b. Spelling

In writing activity, the spelling aspect must reach the words standard order.

c. Punctuation

A certain mark to clarify meaning of the grammatical and the written material.

d. Sentence construction

The construction of sentence which using the correct word order.

e. Organizing a text and paragraphing

Organize well a paragraph by starting a new paragraph and make a paragraph into a standard correct order.

2.1.3.3.1 Generic Structure of Narrative Text

As the other functional texts, Narrative text also has generic structure to organize the text. There are four generic structures of Narrative text which have to cover when write a Narrative text, those are:

a. Orientation

It is explains set of the scene and introduce the participants of the story.

Such as, where and when the story happened, and also who and what is involved in the story. Usually it puts on the first paragraph.

b. Complication

Complication tells the beginning of the problem which leads to the crisis (climax) of the main participants. Complication is put on the body of paragraph.

c. Resolution

In this stage, resolution of the problem is resolved, either in a happy ending or in a sad (tragic) ending.

d. Re-orientation

This is a closing remark to the story and it is optional. It consists of a moral value, advice or teaching from the writer.

The Example of Narrative Text:

The Legend of Nyi Roro Kidul

(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was call Dewi Srengenge. It means the goddes of sun. Her father was king Muding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

Orientation

The King decided to marry Dewi Mutiara. He had a son from her. Dewi mutiara wanted her son to become a king in the future. She asked the king to sent his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

Complication

The King was very sad. No one could cure his daughter's illness. The King didnt want her daughter to be a rumour so he sent his daughter away. the poor princess didnt know where to go. However, she had a noble heart. She

didnot has any bad feeling about her step mother. She walked for almost seven days seven nights. Then she came to South Ocean. The Ocean was so clean and clear. She jum into the water and swam.

Suddenly, there was a miracle. The Ocean water cured her illness. She become more beautiful than before. She also had a power to command the whole South Ocean. She become a fairly called Nyi Roro Kidul or The Queen of South Ocean.

} Resolution

2.1.3.3.2 Language Features

In writing activity Narrative text, students have to also attend the language features bellow:

- a. Nouns, like: *traveler, bundles, tree, road, etc.*
- b. Pronouns, like: *they, their, its, it.*
- c. Noun phrases, like: *the dusty and rough road, a big old tree.*
- d. Time connection and conjunctions, like: *one day, a week later, then, a long, long time ago and when.*
- e. Adverb, like: *angrily, happily, etc.*
- f. Material and verbal processes. Narrative text uses past tense as action and also saying verb, like: *arrived, ate, went, laughed and asked.*

2.2 SWELL (*Social-Interactive Writing for English Language Learners*)

SWELL is a writing method that integrates the process and the product of writing in which students are paired up to write collaboratively, but their levels of English proficiency are different, so that a more proficient student could tutor a less proficient student (Teo 2007). According to Spring (1997) collaborative

authoring process includes the writing activity as well as group dynamics.

Another definition is “ any piece of writing, published or unpublished, ascribed or anonymous, to which more than one person has contribute, whether or not they grasped a pen, tapped a keyboard or shuffled a mouse.” This definition alludes to the complexity of identifying and acknowledging contributions and their contributor. With collaborative authoring, there is a meshing of the complexity of (technical) writing along with the challenger of collaboration.

The SWELL method has confirmed that the group work strategy in planning and editing students writing has a sound base for success and is by far the strongest component of the course at this time (Teo 2007). It is good to make the students success in writing activity with group work. They can help each other to increase their writing ability before they write individually. Group Work is the better strategy for students in eight grade of Junior high school to make them active and they can build a good team work.

By using SWELL method, it can improve the student’s writing ability and increase their knowledge, as state by Sri (2013), SWELL method provides “WH” question as the guidance for the students to get ideas, in which a student would be asked the question to her or his friend and her friend would be given her or his answers and they will discuss it together interactively. By asking that question, it would be given stimulation for the students to generate ideas and develop their ideas in the direct way. So it will be easier and enjoyable for the students to write a narrative text.

1.2.1 Implementation of SWELL Method in Teaching Writing

As stated by Teo (2007), SWELL (*Social-Interactive Writing for English Language Learners*) deals with the integration of the process and product of writing from getting idea until producing the best writing after revision. In implementing this method, the teacher will pair up the students to work collaboratively, but their levels of English proficiency are different, so that a more proficient student could tutor a less proficient student.

During the writing process, students with higher writing levels have main role to become a Helper and those with lower writing skills are become a Writer. They have to work together to finish the assignment. Before the writing activity begins, the teacher will explain steps how to write narrative text. They have to carefully follow the suggested steps given by the teacher.

The steps are; first, the teacher explains about definition, generic structure, the kind and the example of narrative text. Second, the teacher pair up the students into some groups. Third, teacher gives the students different pictures and asks them to imagine and discuss with their partner about the story of the picture. Fourth, teacher asks the students to make a draft from the picture. Fifth, teacher asks the students to make paragraph based on their draft. The last step is the teacher asks them to submit their work sheet then evaluates the students' work sheet and students revise their assignment, back to the teacher after that teacher gives the score for their work sheet.

1.2.2 Benefit of SWELL

According to Sri (2013), through the application of SWELL (*Social-Interactive Writing for English Language Learners*) method, the students are able to transfer their ideas easily, get motivated, get activated, and they can avoid the boredom of the conventional teaching method, besides this method can lead the students to write better. Furthermore, using SWELL method in teaching writing narrative text can make students more creatively thinking because they should imagine the narrative story based on the pictures which are given by the teacher.

Using SWELL method also can make the student easy to socialize and communicate among their friend, because they should discuss with their partner to write the narrative text based on the pictures.

1.2.3 Disadvantages Using SWELL

Since it is one of the collaborative learning, it should not use continuously in teaching writing activities, because it will make the students depend on each other. They will be dependent person, always counting on another student/partner in learning process. It will make some of them more passive in learning process.

2.3 Previous Study

From the previous study about application of SWELL (*Social-Interactive Writing for English Language Learners*) method, the researcher found the conclusion of these studies. Using SWELL method could be improved the students' writing achievement effectively, Sri (2013) in *The Effect of Swell Method on the Students' achievement in Writing Procedure Text At Smpn 1 V*

Koto Kampung Dalam Pariaman. In other previous study, as stated by Nur (2012), explains that *SWELL* has made beneficial contribution to the students' writings in terms of content, organization, vocabulary, language use, and mechanics. So, through the implementation of *SWELL*, the students can able to transfer and share their ideas easily, got motivated, activated, and they could avoid the boredom of the conventional teaching method, besides this method can lead the students to write better.

In applying *SWELL* in teaching writing narrative texts, the teacher did three activities including opening activities, main activities, and closing activities. Furthermore, based on the students' tests, through the implementation of *SWELL*, there is a significant improvement on the students' writing ability in terms of content, organization, vocabulary, language use, and mechanics. In conclusion, *SWELL* was successfully applied to improve the eight graders' writing descriptive texts at MTsN Trenggalek, East Java (Nur, 2012).