

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

Writing skills is one of the 4 English language skills in addition to listening, speaking and reading. Writing skills include productive or produce other than speaking skills. Writing learning in schools has not been through the correct process. A teacher often delegates the task of writing without giving proper steps to be able to produce good work.

Writing is not simply a matter of putting words together, it is a recursive process, It is a process of revision and rewriting. Teaching writing means We create a pedagogy that helps students see writing as continuous process of Revising and rewriting as They invent, plan, Their draft text.

Writing is not the only activities combine words. Writing is a process repeated, namely process of revising and rewriting. Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text.

Furthermore Carderonello and Edwards (1986:5) explain in their book *Rough Draft* as follows: specify that there are five components in the process of writing, namely:

1. **Inventing:** Namely to find and generate ideas / ideas of students, what will students write or tell, steps can find ideas in many ways such as reading, talking, brainstorming, questions, mind mapping. etc

2. Planning: the stages of how students are trying to determine how to convey ideas. This stage students will be raised the issue, purpose, reader, text structure and tone of the text to be written.
3. Drafting: In this stage, students tried to form a material or materials into text. Draft sustainable written, from draft 1, draft 2 and draft 3 to be the final result.
4. Revising: revise including adding a new idea, another idea of eliminating some of the words or ideas that do not need or reconstruct what has been written in the draft.
5. Editing: Editing is polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

2.1.1 Writing Proficiency at Junior High School

Writing skills are among the most important English lessons taught to junior high school students. These skills are those that they will utilize throughout high school, college and their careers. Expository, persuasive and five-paragraph essays as well as metaphors, similes and personification are key learning objectives throughout the middle school grade years. Simply lecturing these concepts to children can be ineffective. Interesting writing activities help children understand and retain lessons better than memorization of lectures. Below are writing activities for teaching English in middle school.

Essay writing is a fact of middle school life that most middle school students abhor. Make the task seem more interesting by purchasing a package of colored feathers at a retail store like Wal-Mart or a craft store. Allow the students to select the feather color of their choices and tape it to their pencils to create their own quill pens. Then either present students with creative writing prompts, such as “I wish...” or “Imagine you are a...” or let them choose a prompt of their own. Specify whether the format of the essay should be expository, persuasive or five-paragraph, though. This technique will help them feel like the task of essay writing is something creative—like they themselves are writers.

Teach children the concepts of metaphors, similes and personification by first explaining to them what they are. Then have each student write a fictitious essay employing the usage of each. A good prompt for this would be to instruct students to write an essay about talking animals or talking objects. Tell them to ensure they use at least one sentence containing a metaphor and one containing a simile. Moreover, their essays may be in expository format (simply narrating a story), persuasive format (persuading the reader) or five-paragraph format. Advise students that they will be awarded extra points and perhaps a computer session if they implement all three essay formats into their essay. Moreover, allow students to read their humorous narratives aloud to each other as well.

2.2 Narrative Text

Narrative is Ancient stories originally composed and told for all age groups that have been passed down orally from generation to generation to explain the natural and spiritual worlds, as well as to entertain and to indoctrinate their members. Folktales express relationships among human beings and their fears and desires, reflecting the values and cultural patterns of the particular group from which they come. Folktales, also known as folklore, encompass fables, myth, legend, tall tales and fairy tales. Narrative also fiction story that contains unrealistic or unworldly elements and magical adventure. Six basic motifs are covered: magic, secondary worlds, good versus evil, heroism, special character types, and fantastic objects.

The purposes of narrative text are :

1. To transport the reader into an imaginary world
2. To entertain and provide enjoyment
3. To encourage thinking about reality and possibility
4. To present a satirical view of an event or system
5. To teach a life lesson
6. To critically reflect upon actions, values and morals

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

2.3 Computer Game in Writing Class

Most written communication now takes place electronically. This is having a significant effect on the types of writing our students produce. Prensky (2003) estimates that by the age of 21 learners have sent 250.000 instant messages and emails. Clearly, the students love to communicate through writing! Of course, our job is to improve the quality of that writing and to expand their written communication to include different text types. One obvious starting point is the writing the students do for fun and to build on that in class. Considering that by Prensky's estimates, by the age of 21, the average student has spent about 10,000 hours playing videogames, there is ample opportunity for teachers to link classroom learning with out-of-class activities.

You may recognize this as being similar to Vygotsky's Zone of Proximal development. If you have ever played a computer game yourself you will have noticed that if you fail a task, the game adapts to your level until you do succeed. Similarly, if you succeed too quickly or too easily, new challenges appear. Computers are good at providing this type of adaptive environment. Surely these are principles many of us strive to implement ourselves in the classroom.

Games in general also have a number of characteristics that make them potentially useful for the teaching of writing. According to Prensky (2001) games share: rules, goals and objectives, outcome and feedback, conflict, competition, challenge, and opposition, interaction and the representation of a story. These elements are similar to those in the writing process where the interaction is usually defined by shared rules and where successful writers have clear goals in the

communication they engage in. The representation of a story or the resolution of a conflict generally results in some type of response; a form of feedback. Teachers can use these parallels to draw on in the teaching of writing.

We can use game in teaching writing as the way below;

1. Use games to investigate characters and story lines

One of the easiest options is to ask students to investigate the characters in the games they play and to identify the story lines in them. Many games have extremely extensive plots and subplots. Johnson (2005) discusses how in recent years popular media has become more complex and gives examples such as TV programs and also computer games where multiple characters and storylines intertwine, in some cases running to 200 pages or more when written up. Clearly, there is a lot to say about computer games. Here is an example of the plot of one, now older, game (description taken from Wikipedia)

2. Use screenshots for discussion.

A screenshot is simply a picture of whatever is showing on your computer screen. Every computer keyboard has a key labelled 'Prt Sc', usually near the top right-hand side of the keyboard. Press this and then open a word processor. Right-click and choose 'paste'. You will now see your screenshot. You can use such screenshots as a starting point for a discussion in class. An ambiguous image is best (is the character trying to help the victim or will he abandon him?). If you do not have access to games yourself, ask your students to bring their own screenshots. Then ask your students to describe

the scene and predict what will happen next and why. You could ask them to write out a possible dialogue. Another use for screenshots is to ask students to summarize a computer game with the help of a number of screenshots from key moments in the game. I have found that especially with reluctant writers the use of the visuals makes it easier for them to get started.

2.4 Developing Material

Material development is the dynamic process to develop by integrating some aspect to be more enjoyable and increase the motivation of the students to learn English.

Developing materials for an instructional program can be quite simple, or quite involved, depending on the instructional program that is suitable for the area where you are working.

2.4.1 Need Analysis

Need analysis is a set of tools, technique and procedure for determining the language content and learning process for specified group and learners; Nunan (1999). Need analysis refer to one of the activities in gathering information that will serve as the basic for developing a curriculum? Kuter (1999). Need analysis will help t each ers to understand the “localneed” of learners and crate class activities to meet the learners’ real life need in meaningful ways. Based on (Riterich and Chancerel: 1987 at Kuter 1999)

Need analysis should be carried out during the life of each course. And (Richterich and Chancerel : 1987 at Kuter : 1999) also stated that need analysis should be continues process because the need of every period can be changed.

In this study, the researcher uses a reference of Hutchinson and Waters (1987: 53) they stated that there are two types of need that should be analyzing what the learner needs to do in the target situation and learning need is analyzing what the learners need to do in order to learn.

2.4.1.1 Target Need

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation. The analysis of target need involves identifying the linguistic features of target situation included necessities, lack and wants. (Hutchinson and Waters: 1987 p.55-58).

Necessities represent the knowledge that the learners have to obtain in order to perform well in the target situation (Hutchinson and Waters: 1987) in which it has the question what the learners need English for. This investigation focuses on the need learners. It is a matter of observing what the situation the learners will be used to function in.

2.4.1.2 Learner Needs

Learners are the centre of the system in a teaching process. They are not the participants or consumers that only receive everything that was given by the teacher. Nevertheless, they can describe the educational illustration base on their needs. (Hutchinson and Waters: 1993 in Kunter: 1999) stated that the learners' need should be considered in the process of planning the content of language program.

According to Hutchinson and Waters, analyzing learning need is important for the teacher to get information about the learners in order to facilitate them well and it will stimulate, motivate and arrest learners' attention in the teaching and learning process.

Frameworks for analyzing are; why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Etc. Those questions are needed to know the learners' condition and also their needs in learning English. In conclusion, target needs and learning needs are two elements of need analysis that should be investigated.