

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of writing

It can be said that writing is a crucial part in global society. Through writing, we can learn a lot of things, from the simplest one such as how to make a glass of milkshake until how this earth is formed, for example. In short, writing plays a significance role in our life.^a

The statement above is from the writer's points of view. To the writer, in addition, writing also means as one of communication tools. Through writing, people can express their ideas, experiences, thoughts, and feelings. Moreover, through writing, people can communicate over long distance and period.

Writing is an expression or ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language. As Oshima and Hogue state that writing is the action that needs the some process such as thinking, writing, reading, correcting and revising. Those are not simple steps in writing because people have to realize that what they

write is what they want to say or express.¹ Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraph by using some grammatical rules.

Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.² and according to Ramsey, writing is a process of synthesis. As you write, you used words and information to express your viewpoint in a coherent whole, an essay. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fast and memory.³ Meanwhile, Langan said that writing is a process of discovery that involves a series of step, without practice, people can think that writing is difficult.⁴

Based on the explanation above, it shows that learning writing is assumed to be difficult and the student should develop a full understanding of the writing process so they are able to express themselves more confidently,

¹ Alice Oshima and Ann Hogue, *Introduction to Academic writing*, (New York: Pearson Longman, 2007), p.15

² Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2002), p.79

³ H. Ramsley Fowler, *The Little Hand Book*, (Boston: Little, Brown and Company, 2001), p.3

⁴ John Langan, *College Writing Skills 6th Ed.*, (New York: McGraw-Hill, 2005), p. 12

effectively, and efficiently in order to create a piece of writing.

2. Process of Writing

Writing as one of one productive skill needs a process. With writing, as with the other skill, it is useful to make sure that learners are involved in meaning-focused use, language-focused learning, and fluency development.

⁵ It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives. Harmer stated that writing process involves a series of steps to follow in producing a finished piece of writing.⁶ There are four main elements:

1) Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the process of writing. This may involve making details note.

2) Drafting

Drafting is the process of putting all idea and through in a piece of paper which will be in the very rough form. This stage needs an editing for checking the

⁵ I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: 2009), p. 113

⁶ Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Education Limited, 2004), p.4

text. It is assumed as the first version of a piece of writing a draft.

3) Editing

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. Editing involves going back over the writing and making changes to its organization, style, grammatical, and lexical correctness, and appropriateness.⁷ Many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richard and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotation, example, and like.⁸

4) Final Draft

Final Draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

⁷ I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: 2009), p. 120

⁸ Jack C. Richards and Willy A. Renandya, *Metodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 318.

From the explanation above, the writer concludes that writing is a process that involves at least four distinct steps: prewriting, drafting, revising and editing. Prewriting is anything the writers do before writers a draft of their document. Drafting occurs when the writers put their ideas into sentences and paragraph. Revising is the key to effective writing because here the writers thing more deeply about their readers need and expectation. And the last is editing which means the process of checking for such things as grammar, mechanics and spelling. The last thing the writers should do before printing their work.

3. Teaching Writing

Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. When writing, Indonesian students who learned English as a foreign language need more time to think. Teachers asked students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development.

Teaching writing for junior high school is not an easy job, there is another

Factor that makes writing is the most difficult subject. The other reason is that there are many kinds of text in English, such as narrative, descriptive, recount, and many more. Each text has different characteristic. There are social function, generic structure, and language feature. Usually the student can differentiate each text from another and they mix all kind of text. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

In teaching writing, the teachers are faced on difficulties related to make their students be able to transfer their ideas. And one of the difficulties in teaching writing is about the low of exciting students in learning writing. For this reason, it is very important for the teacher to know how to teach writing English enjoyable, exciting, and interesting in learn writing, especially in writing narrative text. And then, the alternative ways to teach writing narrative text, in this study the writer offer one of method used in writing class. It is teaching writing using plot diagram.

4. Writing Assessment

Table 2.1

Five criteria assessing writing.⁹

Aspect of Writing	Score	Category	Criteria
Content	30-27	Excellent to very good	Knowledgeable, substantive, though development of thesis, and relevant to assigned topic.
	26-22	Good to average	Some knowledge of subject adequate rang, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject,

⁹ Sara Caushing, *Assesing Writing*, Cambridge University Press, 2002. P. 116

			non-substantive, not pertinent of topic
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organised, logical sequencing, cohesive
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent	Sophisticated range,

		to very good	effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average	Adequate range, occasional errors of word/idiom form, choice, usage, meaning not obscured
	13-10	Fair to poor	Limited rang, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough the valuate
Language Use	25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word

			order/function, articles, pronouns, prepositions
	21-18	Good to average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor	Major problems in sample/complex construction, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and/or fragments, run-ons, deletion, meaning confused or

			obscured
	10-5	Very poor	Virtually no mastery of sentence construction rules, dominated by error, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good	Demonstrated mastery of conventions, few errors of spelling, function, capitalization, paragraphing
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning confused or obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor

			handwriting, meaning confused or obscured
	2	Very poor	No mastery of convention, dominated by error of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Note:

80-100 = Excellent

70-79 = Good

51-69 = Enough

10-50 = Less

B. Narrative Text

1. Definition of Narrative Text

Narrative Text is one of genre which is taught at the eighth grade students. Anderson and Anderson stated that narratives are usually told by a story teller.¹⁰ Another definition, Clouse defined the narrative text is a kind of

¹⁰ Mark Anderson and Kathy Anderson, *Text Type in English 2*, (Melbourne: Macmillan, 1997), P. 6.

story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction.¹¹ It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, it said that narrative texts is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to use at work or at school and we tell someone a joke.

2. Purpose of Narrative Text

The purpose of narrative text is to present a view of the world that entertain or inform the reader.¹² Then the other purpose of narrative text is to express the feeling and related the experience, to inform the reader and to

¹¹ Barbara fine Clouse, *Pattern For a Purpose: A Rhetorical Reader* 3rd editon, (New York: The McGraw-Hill, 2003), p. 160

¹² Mark Anderson and Kathy Andersson, *op.cit.*, P. 6.

persuade the reader.¹³ It can be said that the reader as if involved within story to get the pleasure

3. Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, sequence, of event, resolution and coda.¹⁴

1. Orientation: the setting of the scene, where and when the story happened, introduction the participant of the story, and what is involved the story.
2. Complication: telling the beginning of the problem which lead to the crisis of the main participant.
3. Sequence of events: telling how the characters react to the complication. It includes their feeling and what they do.
4. Resolution: the problem resolved, either in a happy or sad ending.
5. Coda: a closing remark to the story and it is optional.it is consisted of a moral lesson, advice or teaching from the writer.

It shows that there are some structures in narration that must be a serious attention. They are the structure of

¹³ Barbara fine Clause, *Patterns for a Purpose: A Rethorical Reader* 3rd edition, (New York: The McGraw-Hill, 2003), p. 160

¹⁴ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Melbourne: Macmillan, 1998), p. 4.

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

4. Language Features of Narrative text

According to Anderson, the language features of narrative text are:¹⁵

1. Nouns that identify the specific characters and place in the story
2. Adjectives that provide accurate descriptions of the characters and setting
3. Verb that show the action that occur in the story
4. Time word that connect events to tell when they occur, the use of simple past tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, place, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

¹⁵ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Melbourne: Macmillan, 1998), p. 3.

C. Media in Language Teaching Learning

a. Plot Diagram

1. Definition of Plot Diagram

The plot diagram strategy enables student to construct a visual layout of a story plot elements. The plot diagram helps students summarize and illustrate the plot of any story. Students can depict their understanding of the events of the story by supplying statements for the terms *introduction*, *rising action*, *falling action*, and *resolution*.¹⁶ This activity can be used to build or assess reading comprehension and as a prewriting tool for future writing assignments.¹⁷

A common framework for analyzing and understanding written prose.

- 1) The exposition or the introduction introduce the characters, describe the setting and establishes the problem in the story.
- 2) The rising action is where the suspense builds and the problem gets worse and become more complicated. There are often multiple steps or parts in the rising action.

¹⁶ Karen Bromley, Linda Irwin deVitis, and Marcia Modlo, “50 *Graphic organizer for Reading, writing & More Teaching Resources*), (New York: 1999), p.66

¹⁷ Jessica Hathaway, *Writing Strategies for Fiction*, (Shell Education: 2014), p. 157.

- 3) The climax is the turning point in the story. It is usually the most exciting part in the story and the part that makes the reader want to keep reading.
- 4) The falling action is the events that happen after the climax that lead to a resolution or ending to the story.
- 5) The resolution is the outcome of the story. It is how things end up or turn out for the characters.

According to explanation above, plot diagram can also be referred as word diagram or idea diagram which designed to show how the concept or key words of a story are related one another. So, through graphic representation could help the readers to identify and categorizing the main events in sequential order of a story.

2. The Procedures of Plot Diagram

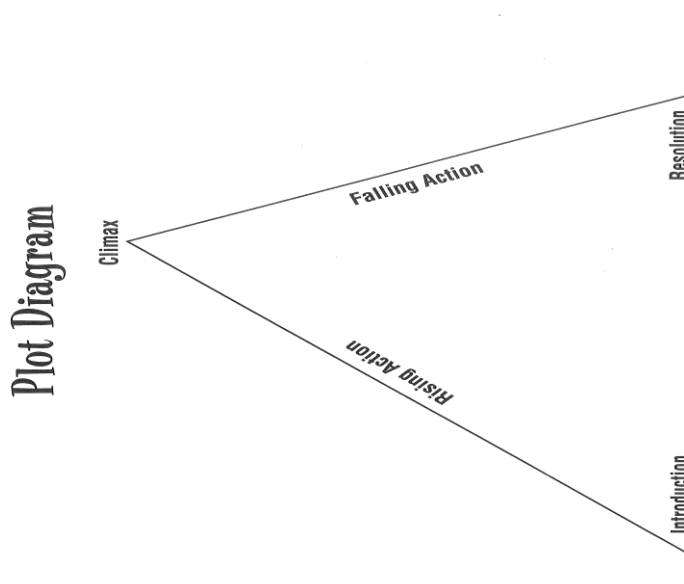
The general procedure to follow when preparing a basic plot diagram includes the following steps:

- 1) Read the story and discuss students' interpretations and responses.
- 2) Construct the diagram and preteach or review the terms on the template.
- 3) Discuss the important events from the story.
- 4) Brainstorm this list on a chart.

- 5) Model, using an overhead transparency or large chart, how to write a concise summary statement for each event.
- 6) Work with students to place these statements on the plot diagram.
- 7) Add pictures or icons on the template where appropriate.

Based on the explanation above, the graphic of plot diagram could be described as below:

Graphic 2.1
Graphic of Plot Diagram¹⁸



¹⁸ Karen Bromley, Linda Irwin deVitis, and Marcia Modlo, "50 Graphic organizer for Reading, writing & More Teaching Resources), (New York: 1999), p.67.

3. The Step of Plot Diagram

There are some steps to teach narrative text through plot diagram:

Step 1. The teacher introduces the plot diagram concept to the student

Step 2. The teacher writes the title of the story on the board. Then ask to the students to predict what story is about. This way is to motivate the students.

Step 3. The teacher asked the students to read the story. Encourage them to predict about events by using keywords on the text when the teacher is asking them some questions about the characters, setting, and theme of the story. Then ask the student to write them in the graphic plot diagram.

Step 4. The teacher asks the students rewrite the story to develop their fluency.

Step 5. The teacher asks the students to fill out the plot diagram worksheet.

4. The Advantages and disadvantages of Plot Diagram

Here are several advantages and disadvantages of using plot diagram as a technique in teaching narrative text. Zygouris and Glass mentioned some advantages of plot diagram in their article:¹⁹

- 1) Student can use a plot diagram as a pre-reading strategy. The teacher can introduce a book through a complete plot diagram. By deleting some events, students can make predictions about what they think will happen in the story.
- 2) Students can use their plot diagram as a note for oral book reports.
- 3) Student can use plot diagram in preparing media presentation.
- 4) Students can use plot diagram as a prewriting tool in developing their own stories.
- 5) Teachers can also use plot diagram in writing conferences as a way to help students revise their story writing.

In addition, Kurniawan also mentions some advantages of plot diagram strategy as follow:²⁰

¹⁹ Zygouris, Coe V and Glass, c, Story Mapping, *Florida Department of Education: Reading Strategy of the Month Journal*, vol. 2, 2004, p. 2.

²⁰ Ashadi Kurniawan, Improving Students' Reading Comprehension On Narrative Text

- 1) The plot diagram is a highly effective, practical way to help students organize story content into a coherent whole.
- 2) It is an effective strategy for exceptional and low achieving students (it improves comprehension of material that are above their instructional levels).
- 3) Teachers become more involved in thinking about the structure of story they are to teach and how each part of the story related to the others.
- 4) These concrete representations aid students in visualizing the story.
- 5) Students can more easily see how the story pieces mesh, knowledge they continually apply when they predict what might happens next in one story after another.
- 6) In enables students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

On the other hand, plot diagram also has some disadvantages. First, it cannot be applied in other types of text such as descriptive, news item, report because plot diagram only requires element of story. This plot will appropriate to be applied in teaching writing narrative and

recount text. Next, if students only focus on the drawing of their plot diagram, they can waste their time to write because they spend much time in making their plot diagram.