

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing can be defined as the creativity of expressing ideas, feeling, and opinions to communicate message in written form.¹ Fox states that through writing, we are able to share ideas, arouse, feeling, persuade or convince other peoples.²

In the classroom, writing may be used as one of a number of techniques to help add variety and interest to the lesson.³ In addition, writing lends itself to integration with other activities in the classroom; thus, a reading activity may lead into discussion from which a piece of writing. The teacher may also use writing as a testing device-not necessarily to grade the students, but rather to provide a feed-back on what the students have learned.

Henry Guntur Tarigan states that: “*writing is a language skill which use to communicate unconsciously facedly with each other. Writing is productive and expressive activity.*”⁴ Therefore, writing is not only an important learning goals,, it is itself a means of learning. It means that writing is a tool a share

¹ Maspeke F.S, *Implementing Cooperative Learning to Develop Student's Writing Performance*. (Unpublished Mastere's Thesis, Bandung, 2009) p. 28-30

² Maspeke F.S. Ibid

³ H. Long, Michael & Jack C. Richards. “*Methodology in TESOL: A book of Readings*”.(USA: Heinle & Heinle Publishers, 1987) p. 259

⁴ Henry Guntur tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1994) p. 3-4

ideas, observation and thought. Through writing, the students are able to arouse feeling, share ideas, persuade or to convince other. But, writing is not a natural activity.⁵ All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. Writing, unlike speech is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another and from one point of time to another. Such writing tends to be controlled for content or language, and the student is writing for the teacher as part of learning the language.

Based on the definitions above, it can be summarized that writing is the communication in authentic which needs ideas, thought, ability and knowledge. The language skill needs practice to increase the writing ability because writing is highly complex skill to study. So, writing is one of the most difficult one. Writing will be concerned not only with correctness of expression but also with the organization of ideas and the production of logically coherent prose.

2. Kinds of Writing

There are two main categories of text, they are literary and factual. Within these are various text types. Each text type has a common way of using language.⁶

⁵ Michael & Jack C. Richards, Op.cit., p. 260 et seq

⁶ Mark Anderson and Kathy Anderson. *Text Types in English 1-2* (Australia: Mcphee Gribble Publisher, 1990) p. introduction 3

a. Literary texts

Literary text include Aboriginal Dreaming stories, movie script, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. Literary text can make us laugh or cry, think about our own life or consider our beliefs. There are three kinds of literary text: narrative, poetic, and dramatic. Media text such as film, videos, television shows and CDs can also fall in this category.⁷ Here will be described some of the kinds of literary texts:

1. Narrative text

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Type of narration includes short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letter and conversation.

2. Poetic text

Poetic text types express feelings and impression of life. A poem is tell a story or give a poet's views of people and events. Poems can have common structures such as rhyming the last word of lines a certain number of lines.

3. Dramatic text

Dramatic text use acting to communicate ideas and experience. Dramas can be spoken or written. They

⁷ Mark Anderson and Kathy Anderson. *Text Types in English 1-2* (Australia: Mcphee Gribble Publisher, 1997) p. introduction 1

often use visuals such as face expression, costumes and sets to help communicate meaning.

b. Factual texts

Factual texts include advertisements, announcements, internet web sites, current affairs, shows, recipes, report and instructions. They present information or ideas and aim to show, tell, or persuade the audience. The kinds of these text share recount, response, explanation, discussion, information report, exposition and procedure.⁸

Here will be described some of the kinds of factual texts:

1. Recount text

Often you will want to tell other people about something that has happened in your life. You might want to tell about what you did at the weekend. It might be about exiting things that happened when you were on holidays last year. Speaking or writing about past events is called text recount.

Complete collection of example in recount text will help us to get a better understanding on what and how a recount is structured. Recount text usually has three main sections. The first paragraph give background information about who, what, where and when (called an orientation). This is followed by a series of paragraph that retell the events in order in which they happened. Some recount have a concluding paragraph.

⁸ Ibid. Page Introduction 2

2. Description

Description means to tell, description means to show, description is a strategy for presenting a verbal of person, place, or thing. It can be used as a technique to enrich other forms of writing or as dominant strategy for the developing a picture “what is look like”.

3. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning, it includes editorials, essays, and informative and instructional material.⁹

4. Report

Report is factual genres used to describe generic living and non-living things. The purpose is to presents information about something.¹⁰

According to the kinds of writing above, the researcher will take one of those kinds; the researcher will take narrative text as one of kinds of writing to conduct the research. The researcher hopes that by choosing narrative writing will help students to get a better understanding in writing.

⁹ Ibid

¹⁰ Rizky, Muhammad. “*Sukses ujian Nasional Bahasa Inggris Untuk SMA/MA.*” (Solo: CV. Haka MJ, 2011) p. 16

B. Narrative Writing

1. Definition of Narrative Writing

Narrative is telling something in the past. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict.¹¹ Besides that, a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.¹²

A narrative is meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random.¹³ A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies the reaction. In writing that is primarily expository. However, narratives are shorter and simpler.

2. Features of A Narrative

a. Constructing a narrative

The steps for constructing a narrative text are:¹⁴

- 1) An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tell the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.

¹¹ Ibid. Page 12

¹² Mark Anderson & Kathy Anderson. "Text Types in English, 2." (Australia: Mcphee Glibber Publisher, 1997) p. 8

¹³ Thomas S. Kane. *The Oxford: Essential Guide to Writing*. (Newyork: Oxford University Press. 2000) p. 366-367

¹⁴ Mark Anderson, Op.Cit., P. 9

- 2) A complication that sets off a chain of events that influences what will happen in the story.
- 3) A sequence of events where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.
- 5) A coda that provides a comment or moral based on what has been learned from the story (an optional step).

b. Language features of a narrative

Language features of narrative are: Using Past tense; whether Simple Past tense, Simple Past Continuous tense, or Past Perfect tense.¹⁵ Besides that, it is using Specific characters, Time words (like once upon time, one day or after a few days) what connect events to tell when they occur, Verbs to show the actions that occur in the story, Descriptive words (like beautiful woman or fish-woman) in the story to portray the characters and settings such as place.

3. Types of Narrative

There are many different types of narratives including¹⁶:

- a) Humour is one that aims to make the audience laugh as part of telling a story. For example : *Misery Guts* by Morris Gleitzman.

¹⁵ Op.Cit. Page 12

¹⁶ Ibid. page 18

b) Romance typically tells of two lovers who overcome difficulties to end up together. For example : *Locki Leonard, Human Torpedo* by Tim Winton.

c) Historical fiction.

For example : *The Machine Gunners* by Robert Westal.

d) The diary novel, this type of narrative has the text presented like diary entries. For example: *The Secret Diary of Adrian Mole Aged 13 ¾* by Sue Townsend.

e) Fantasy

For example : *The Witches* by Roald Dahl.

f) Science fiction use a setting involving science and technology.

For example : *The Novel Space Demons* by Gillian Rubinstein.

g) Adventure

For example: *My Life Was My Adventure.*

Based on seven types of narrative above, the researcher will be focused to romance and adventure to conduct the research. The researcher hopes that by choosing romance and adventure types, the students get easy to write a narrative.

C. Coherence

1. Definition of Coherence

Means of coherence is good and clear relationship between unsure (word or word group) that form the sentences. How the relationship between subject and verb, relationship

between verb and object and also another adverbs explaining each main unsure.¹⁷ To be a coherent paragraph must satisfy two criteria: first, *relevance-every* idea must relate to the topic. Second, *effective- order- ideas* must be arranged in a way what clarifies their logic or their importance.¹⁸ Like cohesion, coherence is a network of relations which organize and create a text. Coherence is subjective and judgements concerning it may vary from reader to reader. The coherence of a text is a result of the interaction between knowledge presented in the text and the reader's own knowledge and experience of the world, the latter being influenced by a variety of factors such as age, sex, race, nationality, education, occupation, and political and religious affiliations.¹⁹ While, Enkvist (1990) defines coherence as “the quality that makes a text conform to a consistent world picture and is therefore summaries able and interpretable” and coherence is primarily related to the nature and property of the text.

Stubbs states that: “*coherence is one of topic or focus of writing study analysis. Coherences is continuity of meaning in the text. Coherence includes into part of semantic of writing or text, basic of this coherence is sentences interpretation and the*

¹⁷ Keraf, Gorys. “*Komposisi: Sebuah Pengantar Kemahiran Bahasa.*”(Ende; Nusa Indah, 1994). Page 38

¹⁸ Thomas S. Kane. *The Oxford: Essential Guide to Writing.* (Newyork: Oxford University Press. 2000) p. 95

¹⁹ Mona Baker. “*In Other Words: A coursebook on translation.*” (Newyork: Routledge, 1992) P. 218

other."²⁰ However, Coherence is really concerned with the overall sense of your written text. Having read aloud and checked the sense of individual words and sentences as you go, you need to find out if the whole assignment is coherent and has a clear structure which your reader will be able to recognize as they read through your work. Cohesion and reference are both elements of creating a coherent text.²¹ Your own intuitive knowledge of grammar and the way in which sentences work and are structured will help you to realize when things are not making sense.

Based on the statements above, it shows that coherence is influenced by cohesion and reference because through good grammatical, the writing will be coherence and easier to understand.

2. Coherence of Paragraph

Paragraph unity involves two related but distinct concepts: coherence and flow.²² *Coherence* means that the ideas fit together. *Flow* means that the sentences link up so that readers are not conscious of gaps. Flow is a matter of style and exists in specific words and grammatical patterns tying one sentence to another. Coherence belongs to the substructure of

²⁰ <http://cenya95.wordpress.com/2008/09/04/terampil-berwacana-terampil-berbahasa> (downloaded on March 11th 2015)

²¹ Phyllis C. and Mary R. Lea. "*Writing at University: A Guide for Students.*" (USA: McGraw Hill, 2008) P. 165-166.

²² Thomas S. Kane. *The Oxford: Essential Guide To Writing.* (Newyork: Oxford University Press, 2000). P. 95

the paragraph, to relationships of thought, feeling, and perception.

Both are necessary if a paragraph is to be truly unified. The coherence of a text is a result of the interaction between knowledge presented in the text and the reader's own knowledge and experience of the world, the latter being influenced by a variety of factors such as age, sex, race, nationality, education, occupation, and political and religious affiliations.²³

Based on the statement above, it can be concluded that coherence writing actually depends on reader's own knowledge. If the readers have much knowledge and experience, they will be understand the text or writing although it is not too coherent.

3. Difference Between Cohesion and Coherence

If we are talking about Coherence, of course it has a couple that is cohesion. However, they have different definition and meaning eventhough they difficult to isolated. According to Mona Baker (1992: 218) sums up the difference between cohesion and coherence as follows:

*“We will assume that cohesion is a property of the text and that coherence is a facet of the reader's evaluation of a text. In other words, cohesion is objective, capable in principle of automatic recognition, while coherence is subjective and judgments concerning it may vary from reader to reader.”*²⁴

²³ Baker, Op.cit., 219

²⁴ Baker, Op.cit., 218.

We could say that cohesion is the surface expression of coherence relations, that it is a device for making conceptual relations explicit. However, if the reader can not perceive an underlying semantic relation of reason or consequence between the propositions connected by *therefore, she/he* will not be able to make sense of the text in question; in other words, the text will not ‘cohere’ for this particular reader.

There are some signals of coherences, those are:

- a) Additive: *and, also, next, and also.*
- b) Ser: *First, second, then, next, finally.*
- c) Comparative: *look like, same thing, different from, etc.*
- d) Contrast: *but, although, eventhough, in contrast and but so.*
- e) Conclusion: *for instance, for example.*
- f) Parallel: *must using adverb if before using adverb too (in one sentence or paragraph).*
- g) Common to specific: *General idea to specific idea.*
- h) Location, *such as: here, there, at the home, etc.*
- i) Time, *such as: early, While. Upon time.*

D. Criteria Coherence of Narrative Writing

Based on the theory of Thomas S. Kane and Mark Anderson, the writer concludes that criteria coherence of student's narrative writing can be seen and analyzed from:

- a. *The themes/types of the narratives*, that is how students develop the theme.
- b. *The idea of each paragraph in one narrative*, that is the idea of each paragraph has continuity of meaning or not. It can be seen from signals of coherence such as additive, seri, comparative, etc.
- c. *The generic structure of narrative*, those are orientation, complication and resolution.