

CHAPTER II

THEORETICAL FRAMEWORK

A. Analysis

1. Definition of Analysis

According to Michael Mccarthy, Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. A resolution of anything, whether an object of the senses or of the intellect, into its constituent or original elements; an examination of the parts of a subject, each separately, as the words which compose a sentence, the tones of a tune, or the simple propositions which enter into an argument. It is opposed to synthesis.¹

In Cambridge dictionary, analysis is the process of studying or examining something in an organized way to learn way to learn more about it, or a particular study of something.

According to Robin Wooffit, analysis is one of the key methodological approaches to the study. Robin also explain that

¹ Michael Mccarthy, *Discourse Analysis for Language Teachers*, (Cambridge: Cambridge University Press), 1991, p. 6.

there are two analysis as methodological approaches. They are conversation analysis and discourse analysis.²

Depend on definition above, the writer concludes that analysis is the process by which sense and meaning are made of the data gathered in qualitative research, and by which the emergent knowledge is applied to clients' problems. This data often takes the form of records of group discussions and interviews, but is not limited to this. Through processes of revisiting and immersion in the data, and through complex activities of structuring, re-framing or otherwise exploring it, the researcher looks for patterns and insights relevant to the key research issues and uses these to address the client's brief.

B. Students' Difficulties in Writing Narrative Text

1. The Meaning of Narrative Text

According to Mark Anderson in his book text types in English "the narrative text type to tell a story its purpose is to

² Robin Woofit, *Conversations analysis and Discourse Analysis (A Comparative and Critical Introduction)*, (London: SAGE Publication), 2005, p. 5

present a view of the world that entertain or informs the reader or listener”. It is related to the recount text type.³

According to Oshima and Hogue (2007:24) narration is story writing. Narrative writing presents a story of sequence event which involves characters. When we write a narrative text, we write about events that happens in the past.⁴

In a narrative text, the writer should take attention in the event and the problem. According to Suzanne and William (1985) in a narration, a writer should present events in a true order. It will make a story clearer to the readers.

Depend on definition above, the writer concludes that narrative text is a form of discourse that attempted to describe with clarity to the reader about an event that has happened narrative trying to answer the question “what happened”.

Narrative text is a text that has a purpose to amuse or entertain the reader what happened in the past and to amuse

³ Mark Anderson, *Text types in English*, (Australia: Macmillan Education Australia, 1997), 6

⁴ Oshima and Hogue, *Introduction to Academic Writing (3rd Edition)*, (New York: Longman, 2007), 24.

or entertain the reader with actual or imaginary experience in different ways.⁵

2. The Text Organization of Narrative Text

- a) Orientation: introduces the main characters of the story, the place, and the time where the story happened.
- b) Complication: show the problem in the story.
- c) Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.⁶

3. The Language Feature of a Narrative Text

The language features usually found in a narrative are:

- a. Focus on specific and individualized participant with define identities. Major participant are human, or sometimes animals with human characteristic.
- b. Many linking words to do with time
- c. The use of material process (action verbs) but also many verbs which refer to what the human participant said or felt or thought

⁵ Ibid, 26.

⁶ Ken-Hyland, *Second Language Writing* (Hong Kong: Cambridge University Press, 2003), 130.

- d. The use of past tense
- e. Dialogue often included during which the tenses may change to the present of future
- f. The use of some behavioral and verbal processes
- g. The use of relational and mental processes
- h. The use of temporal conjunctions and circumstances
- i. Can be written in the first person (I, we) or third person (he, she and they).⁷

4. The Writing Narrative text

Sometimes you write or want to tell a story, it is called narrative. In writing narrative, explain and tell to others about something that happened in past event. Example writes about you in a surprising, pleasant, unpleasant or even dangerous situation. You using narrative, Margaret state that narrative has three important qualities: tell a story, describe event in chronological order and make a point.⁸ In this paper the writer

⁷ Ibid, 131

⁸ Ibid, 19

focused on writing Narrative text about telling a story (fiction or not fiction).

a. Telling a story

Narrative tells a story about past events or action.

The story can be fiction and nonfiction. Fiction is not based on facts and nonfiction is based on real experiences.

An example a fictional narrative is about your travels from earth to the moon. And an example non-fiction narrative is about written police report of an automobile accident you saw. Whether narrative is fictional or nonfictional it is must choose verb carefully. Use action verbs in a story, such as: walk, sleep, wakeup, arrive, go, etc.

5. Aspects of Writing Narrative Text

In writing process, the students should pay attention to the aspect of writing in order that they are able to write well.

The students writing can be seen be from the aspects of writing. According to Jacobs et al.'s (1981) there are five

aspects of writing, they are: content, organization, vocabulary, language use and mechanics⁹.

The five aspects are differentially weighted to emphasize first content (30 points), organization and vocabulary (20 points), language use (25 points), and mechanics receiving very little emphasis (5 points).

The writer will analyze writing students' focused on aspects of writing in narrative text using criteria of assessing writing by Sara Cushing Weigle stated in her book, assessing writing.¹⁰

Table 2.1
The Criteria of Assessing Writing

Student:		Date:	Topic
Level	Score	Criteria	Comments
	30-27	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.	

⁹ Sarah Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 115.

¹⁰ Ibid, 116.

Content	<p>26-22</p> <p>21-17</p> <p>16-13</p>	<p>Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.</p> <p>Fair to poor: limited knowledge of subject, little subject, inadequate development topic.</p> <p>Very poor: does not show knowledge of subject, non substantive, or not enough to evaluate.</p>	
Organization	<p>20-18</p> <p>17-14</p> <p>13-10</p>	<p>Excellent to very good: Fluent expression, ideas clearly stated / supported, succinct, well organize, logical sequencing, cohesive.</p> <p>Good to average: somewhat choppy, loosely, organize but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>Fair to poor: limited range, frequent</p>	

	9-7	<p>errors of word/idioms for, choice, usage, meaning confused or obscured.</p> <p>Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.</p>	
Vocabulary	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register.</p> <p>Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.</p> <p>Fair to fair: limited range, frequent errors of word/idioms for, choice, usage, meaning confused or obscured.</p> <p>Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to</p>	

		evaluate.	
Language Use	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>	<p>Excellent to very good: Effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.</p> <p>Good to average: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions, but meaning seldom obscured.</p> <p>Fair to poor: major problems in simple complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / fragments, run – ons, deletions; meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence construction rules, dominated by</p>	

		errors, does not communicate, or not enough to evaluate.	
Mechanics	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.	
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.	
Total Score	Reader	Comments	

6. Difficulties of Writing Narrative Text

Difficulties in writing Narrative text is when someone who writes the text, but does not understand how to use adverb, verb, noun so that the sentences are not perfect. Human learning is fundamentally a process that involves the meaning of mistake, misjudgments, miscalculation, and erroneous, assumption forms an important aspect of learning virtually, any skill or information.¹¹

Students as the subject that involved in learning process of course definitely lack in comprehend the lesson, creative, even failed. That the problems caused to each individual the student who lack comprehend the lesson even failed can be caused the student faced with the difficulties in learning. Learning difficulties is a multidisciplinary concept that is used in the field of educational psychology or medicine. Learning difficulties based on a condition of a study that subject in order

¹¹ Baharuddin, *Pendidikan dan Psikologi Perkembangan*, (Yogyakarta: Ar-ruzz media, 2010), 177.

to achieve the learning achievement. It is caused by physical factor, social and psychological.¹²

According to H. Douglas Brown “the fact that learner get difficulties and that difficulties can be observe, analyzed, and classified to reveal something or the system of rating within the learner.”¹³

Based on theories above, the writer concludes that the difficulties is the fact or not being easy to do or understand about something.

Another expert who discussed the sources of difficult is Richards. He classifies sources of difficult into six points:

- a) *Interference*, it is a difficult resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language.
- b) *Overgeneralization*, it is a difficult caused by extension of target language rules to areas where they do not apply.

¹² Douglas Brown, *Principle Of Language And Teaching 4th ed*, (San Fransisco: Longman, 2000), 216

¹³ *Ibid*, 218.

- c) *Performance difficult*, that is unsystematic difficult that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion.
- d) *Markers of transitional competence*, that is difficult that result from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition).
- e) *Strategy of communication and assimilation*, are a difficult resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so.
- f) *Teacher-induced difficult*, that is a difficult resulting from pedagogical procedures contained in the text or employed by the teacher.¹⁴

¹⁴ Jack C. Richard, *A Non-Contrastive Approach to Error Analysis, Error Analysis: Perspective on Second Language Acquisition* (London: Longman, 1973), 32.

7. The Types of Difficulties in Writing Narrative Text

Every learner has a different type of get difficulties. The writer will use these numbers when marking students' writing narrative text especially in writing aspects to indicate that students faced difficulties. According to Betty Schramfer says that "...this list to find out what kind of difficulties the students got and then make the necessary correction".¹⁵ Those are:

- a. Subject and verb, for example wrong simple predicate, superfluous be, and in simple predicate missing
- b. Verb agreement, tense and form, for example miss-formation of the next verbal word, the verb comes after the subject, and a form of have/has.
- c. Article

The occurrence of the article varies depending upon the type of noun. The definite and indefinite article

¹⁵ Azar Betty Schramfer, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall, 1989), 29.

is customary to recognize a zero article.¹⁶ The two articles are *the* and *a/an*. They may be used with singular or plural nouns. Each of the articles undergoes a change before a word beginning with a vowel sound – *the* changes in pronunciation and *a* changes in both pronunciation and spelling.¹⁷

b. The use of pronoun

Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns. So, there is no repetition for the nouns that may bore the audience, that is, the reader or the listener.

c. Singular-plural

Number is the form of a word to show whether it is singular or plural. Singular number is when a noun denotes one object. Plural number is a noun that denotes more than one object.

¹⁶ Douglas Biber, et al, *Longman Grammar of Spoken and Written English*, (England: Pearson Education Limited, 1999), 260

¹⁷ Marcella Frank, *Modern English A Practical Reference Guide* (New Jersey: Prentice-Hall, 192), 25.

one object. Singular can be identified by putting “a” or “an” before noun.

d. Preposition

Define time, space and more abstract relationship, and precede nouns or pronoun (in before, of, according to, despite).¹⁸

e. Word choice

Word choice or diction is choosing the right word in a sentence sometimes one word has the same meaning but has different. For example see and sea looks same in spelling but they are different. See is a verb and sea is noun, they are used in different way. In this case, students make error. Students get difficult in word choice because they lack knowledge.

f. Add a word

Sometimes, the students miss several words in their text when the students were writing a composition. Because of that when the writer analyzes each of

¹⁸ Penny, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 2009), 80.

students' writing; he/she should add some words to complete their writing. For example "I very hungry" it should be "I am very hungry"

g. Omit a word

Omission is characterized by the absence of an item that must appear in well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some type or morpheme are omitted more than other.

h. Spelling

Spelling is how to write a word correctly. Sometimes the students write what he or she says. Actually, the correct writing is different from he/she speak. Spelling problem can be overcome only through practice and if the students need more practice, they should arrange practice session with a friend.¹⁹

¹⁹ Hullon Willis, *Structure, Style and Usage A Guide To Expository Writing* (New York: Holt: Rinehart and Winston, 1964), 278.

i. Punctuation

Punctuation is the practice or system of inserting various in writing text in order to old interpretation.²⁰

The important things in this case to sign or punctuate the sentences are the meaning of the sentence

j. Capitalization

According to Leo Finkelstein Jr., there are some common reasons for capitalizing words: Capitalize names of specific person, place, or things, capitalize abbreviations or acronyms, capitalize tittle that precede a person's name, and capitalize the first word of every sentence and the pronoun

8. The Problems of Writing Narrative Text

In the category of simple errors are the problems encountered with grammar, punctuation, spelling, diction, and mechanics. A common grammar problem, for example may be lack of agreement between subject and verb. The use of the

²⁰ Sylva Chaker and Edmund Weiner, *The Oxford Dictionary Of English Grammar*, (New York: Oxford University Press), 1999, 324.

apostrophe in the possessive case and the omission of quotation marks for direct quotations are frequently observed punctuation mistake. Some problems with mechanics may be the misuse of italics, incorrect abbreviations, and misuse of capitals.²¹

The structural mistakes are the most difficult to deal with in the grading process because simple indications of the problem, such as circling or underlining the error, are not adequate feedback to help the students. Many students have not made the connection between logic and language.

At the paragraph level, problems of organization (coherence, development, unity) and paragraph padding are often causes of poor communication quality. The structural problems present the greatest challenge to accounting instructors who wish to help students improve their writing. Intuitively they recognize a problem but lack the technical vocabulary to describe it to the students. To simply rewrite

²¹ Eugene J. Corman, *A Writing Program For Accounting Courses*, *Journal of Accounting Education* Vol. 4, No.2 Fall, (January – March,1986) , 88.

the offending material without being able to explain why the rewritten sentence or paragraph is an improvement usually makes little impression on the students.²²

Harmer stated that the students' reluctance to write is because they rarely write even in their own language, and so the activity in the classroom feels strange for them.²³ Some of them are afraid of making mistakes, so they are not interested in writing class because of fear. Finally some students feel do not have to spend more time and effort for writing. There are times when process writing is simply not appropriate, either because classroom time is limited, or because we want students to write quickly as part of communication game, or when working alone, we want them to compose a letter or brief story on the spot.

The writer can conclude that people who are not good in this own language (mother tongue), nor will either writing in English. Besides, the grammar mistakes from the writing

²² Ibid, 89.

²³ Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2008), 61.

students, it is mean the students have problems and difficulties in writing.

9. The Factors of Difficulties

Norrish classifies factors of difficult into three types that is carelessness, first language and translation. The three types of factors of difficult will be discussed briefly below.

- a. *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- b. *First Language*. When someone tries to learn new habits the old ones will interfere the new ones. This factor of difficult is called first language interference
- c. *Translation*. It is one of the factor of difficult. This happen because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of difficult.²⁴

²⁴ Norrish, *Language Learning and Their Errors* (London: Macmillan Publisher Ltd, 1987), 8.

10. The Way to Solve the Difficulties

If there is the problem, there is the way to solve it.

Below, the way to solve the difficulties faced by students:

- a. Students ask the teacher. “one of the teacher’s aims should be to prevent mistake for occurring. In the early stages while the pupils are wholly dependent on the teacher for what they learn, it should be possible to achieve this aim²⁵
- b. Extensive reading helps students to remember English spelling rules and their exception
- c. The students are reading and discussion. Those ways can help the students to cope with their difficulties writing
- d. The students use dictionary. The dictionary did not only help the learners get the accurate meaning for words. The

²⁵ W.R. Lee. *The Dolphin English Course: Teachers Companion*. (London: Oxford University, 1790), 3.

conscious through involved in deciding whether or not
top look up a word was useful for vocabulary retention²⁶

- e. Students ask their friend. Ask a friend in the large sense
of the word is often the simplest thing in the word. It is
often easier to solve problem together and the peer can
ask back. If he/she is confronted to problem, she/he
cannot solve.

²⁶ Jeremy Harmer, *The Practice Of English Language 3rd Ed.*
(England: Longman), 47.