CHAPTER II

THEORITICAL FARMWORK

A. Writing

1. The Definition Of Writing

Writing is one of the four essential language skills that student must learn. Writing is as the process of arranging a succession of sentences in a precise order. The sequence may be brief, consisting of only two or three sentences connected, yet they are all coherent.[1] Deliberating, drafting, and rewriting are typically used to create written product.[2] That is, according to the structure of writing, writing is a sentence structured in order from beginning to conclusion.

Writing is a strategy for transmitting personal meaning, and writing courses emphasize an individual's ability to form their thoughts on a topic.[3] It means that writing can express thoughts, feelings, and whatever else the writer believes the reader can understand. Students might indirectly communicate with the reader by explaining what they think and their ideas in writing.

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[1] Byrne Donn, *Teaching Writing Skills (new edition),* (Londong, Longman GrouP UK Limite, 1988), 3.

[2] Brown, *principle*, 335.

[3] Ken Hyland, *Second Language Writing,* (New York : Cambridge University Perss, 2003), 95

Writing is a two-step process. The first step is to determine the meaning, and the second process is to translate the meaning into language.[4] Because the writing process usually conveys something that is always remembered, writing can symbolize what the writer is thinking. Even yet, many students struggle to come up with reasons or ideas to write about and to create sentences.

Writing is the process of committing words or ideas. On the other hand, writing is the mental process of producing ideas, selecting how to present them, and arranging them into understandable words and paragraphs.[5] In other words, writing is one of the processes committing the ideas that served them into understandable terms and paragraphs.

According to the predicting definition, writing is a process of expressing the author's ideas, feelings, and opinions in the form of structured words. Writing a book not only mixes terminology into phrase, but it also combines the writer's thoughts. So that the reader can understand the meaning of the writing and the writing can act as a communication bridge between the writer and the reader.

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[4] Brown, *principle*, 336

[5] David Nunan, *Practical English Language Teaching, First Edition,* (Mc Graw Hill: Singapore, 2003), 88.

2. Process of Writing

According to Caroline T. Linse in the journal Nada and Anita, the step of teaching writing consists of five basic steps: prewriting, writing, responding, revising, editing, and Harmer added publishing, one of which. Each stage includes a variety of learning activities that can help students master a specific writing ability.[6]

a. Prewriting: There is always a preview exercise for every piece of writing. It is purpose is to park students' ideas and provide opportunity for them to consider what they will write.

b. Writing, after prewriting has been completed. The next step is to write down your thoughts and ideas. The students must understand that they can jot down any concept connected to the topic at this point in the writing process. Later on, the concepts might be adjusted, expanded upon, and altered.

c. Responding, students respond to each other's writing. Students were responding to effective use of peer feedback on the writing process. Between writing and revising, students will need to respond in some way, whether verbally or in writing.

d. Revising: The students revise their work based on the comment they received during the responding step. They review their work after it

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has been critiqued by a peer to see how well they can express their message to the reader.

e. Editing: Students struggle to accept necessity of editing. Editing is a final step in writing process before it is published, and it requires students to double-check their work.

f. Publishing: A piece of writing is ready to be published once it has been edited. The term "publishing" refers to the process of turning a piece of writing into a finished product that can be shared with others. For students, publishing can be a powerful incentive.

STAGE

PROCESS ACTIVATD ⟶ Planning ⟷ Drafting

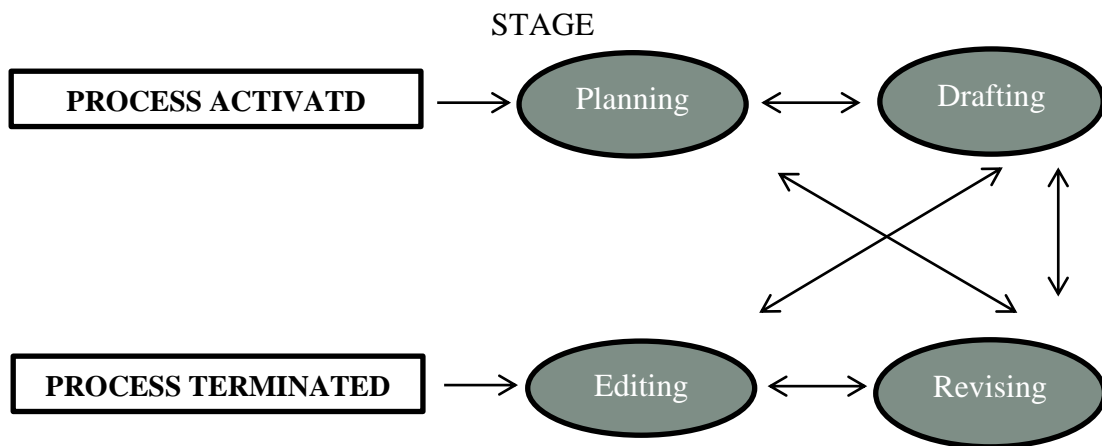PROCESS TERMINATED ⟶ Editing ⟷ Revising

Figure 2.1 the writing process

Process writing as a classroom activity includes the four fundamental writing processes of planning, drafting (writing), revising (redrafting), and editing, as well as three additional phases imposed on

students by the teacher, namely responding (sharing), evaluating, and post-writing.[7]

Any action in the classroom that encourages kids to write is known as planning or pre-writing. It prompts ideas for getting started. In reality, it encourages pupils to generate tentative ideas and acquire information for writing rather than staring at a blank page. The writers are more concerned with the fluidity of their writing during the drafting stage than with grammatical precision or the neatness of the draft. When students rewrite their texts, they do so in light of the comments they received during the responding step. They go over what they've written again to see how well they've expressed their meanings to the reader. During the editing stage of preparing the final draft for instructor review, students straighten up their texts. They check for grammar, spelling, punctuation, diction, sentence structure, and the correctness of supporting textual material like quotations and examples in their own or others' work.[8]

Pre-writing, writing, responding, rewriting, editing, and publishing are all steps in the writing process, according to the preceding explanation. This procedure is followed so that children are not confused when they begin writing.

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[7] Richards Jack, & Renandya Willy, *Methodology in Language Teaching An Anthology of Current Practic,* (Cambridge University Press: New York, 2002), 316.
[8] Jack, and Willy, *Methodology in Language*, 318.

3. Characteristic Of Writing

There are characteristics in writing according to Douglas, namely:[9]

a. Permanence: After something has been written down and presented to its intended audience in its final form, the writer may amend, clarify, or withhold information.

b. Time to Produce: The good news is that students can write well if given enough time; the bad news is that many educational environments force pupils to write under time constraints.

c. Distance: The distance aspect necessitates what is known as "cognitive" empathy, in which good authors can "read" their own writing through the eyes of the intended audience.

d. Orthography: Everything, from a simple greeting to a very intricate concept, is captured by manipulating a few letters and other written symbols.

e. Complexity: The writer's complexity was demonstrated in comparison to spoken language.

f. Vocabulary: Good writers will learn to use the breadth of English vocabulary to their advantage.

g. Formality: The traditions of each form must be observed, whether a pupil is filling out a questionnaire or writing a full-fledged essay.

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[9] Brown, *principle,* 342.

4. Genre of Writing

Genre is a concept that describes how writers use language to respond to reoccurring situations and are used in group writings. Every genre has a unique set of characteristics that distinguish it from others: it has a distinct purpose, an overall structure, distinct language characteristics, and is shared by people of the culture. It's an immediately appealing concept for many people because it helps to organize the common-sense labels we use to categorize texts and the settings in which they occur.[10]

There are three basic types of writing, academic writing such as papers and comprehensive subject reports, essays, compositions, academically-oriented journals, short-answer test replies, technical reports, theses, and dissertations. The second type of writing is relevant to one's job, such as messages, letters or e-mails, memoranda, reports, timetables, labels, signs, ads, and manuals. Personal writing includes letters, e-mails, greeting cards, invites, messages, notes, calendar entries, shopping lists, reminders, financial papers, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, fiction, and other types of writing.[11]

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[10] Ken Hyland, *Teaching and Researching Writing (Second Edition),* (Malaysia : Pearson Education Limited, 2009), 15

[11] Brown, Assessment, 219.

The foregoing reasoning leads to the conclusion that a writing genre is a phrase for categorizing texts and describing how writers commonly use language to responds to recurring events. Academic writing, job-related writing, and personal writing are the three basic types of writing.

5. Teaching of Writing

Teaching writing is concerned not just with the writing process, but also with the final output. Because writing is the ability of the author to communicate his ideas, feelings, and thoughts in words or ideas in order to deliver a message to the reader. As a result, the reader must be informed about the results of his work.

There are a few principles that every teacher should think about while organizing a course, whether it is a writing course or a course that includes writing. These ideas can (and should) be applied to a wide range of educational circumstances:[12]

a. Recognize your students' motivations for writing. The most common source of dissatisfaction with writing education is when the teacher's goals do not align with those of the student, or when the teacher's goals do not align with those of the school or institution where the student works. It's critical to comprehend both and communicate goals to students in a way that makes sense to them. This means that

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[12] David nunan, *Practical English Language Teaching (First Edition),* (Singapore:McGraw-Hill, 2003), 95.

the instructor must understand the objectives of the subject to be taught in order for pupils to understand the objectives of the material while learning takes place.

b. Provide several opportunities for kids to write; writing practice is one method of providing opportunity for students to write. Students should be exposed to a variety of writing styles during their writing practice. Brief answers to readings, journal entries, letter writing, summaries, poetry, or any other sort of writing you find valuable in class should all be practiced in class.

c. Useful and relevant feedback is a must. Students yearn for feedback on their work, but it isn't always useful. If an instructor comments on a student's paper. Ascertain if the kids understand the teacher's words or symbols. Providing feedback, on the other hand, should not be construed as "correcting" a student's work. To encourage students to become autonomous writers, teachers may issue summaries instructing them to look for problems and rectify them on their own. Teachers can say, "There are several verbs that are missing a -s at the end," instead of adding a -s to the end of every first person present tense verb. In the next revision of this paper, look for and correct these verbs."

d. Make it obvious to teachers and students how their writing will be evaluated; students often feel that evaluations are entirely

subjective. "I'm sorry, but I'm not sure what you want." Frequently, the teacher. Teachers can address this issue by making a statement about what they value in student writing, either in the classroom or across the institution.

Teaching writing has the purpose of encouraging students to write both within and outside of the classroom. For starters, the report gives kids more "thinking time," something they don't have while trying to make a spontaneous conversation. Whether studying or activating, this offers kids more time to assimilate language — that is, to think about the language. It means that when teaching writing, students are given a lot of chances to write, which they get via informal conversation.

The writer concludes from the previous explanation that teaching writing is a guideline and direction for teachers to carry out teaching writing effectively. Teaching writing must adhere to learning to write for students to understand what they want to write as they learn. This also makes it easier for the teacher to guide pupils through the writing process. When teaching writing, a teacher can take various steps to assist pupils in learning to write in the classroom.

6. Assessment Of Writing

Longman defines assessment as a systematic means of collecting information from learners or the learning process in his book "Dictionary of Language," according to Nada's journal. This

information is used to judge whether or not the pupils have made progress or achieved success in their studies. Apart from that, this information can tell whether or not the learning process is effective.[13]

The goal of assessment is to aid and improve student learning. In the academic field, the phrase "assessment" refers to a push toward accountability. It stems from a disagreement between a traditional perspective of what teachers should do and a concern for what students can and do learn. The traditional viewpoint is known as the inputs view, whereas the latter is known as the outputs view.[14]

Four types of written performance are discussed each of which encompasses a broad spectrum of written work. Each category is similar to the categories described for the other three talents. However, these categories reflect the skill area's uniqueness, as they usually do. The four types of writing are: [15]

a. Imitative: to write a written work in a particular style. The learner must be able to write letters, words, punctuation in small sentences with ease. This category comprises the capacity to spell correctly and comprehend phoneme-grapheme correspondences in the English spelling system. At this point, form is the primary, if not only, concern, with context and meaning taking a back seat.

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[13] Muthoharoha, and Anita, *Teaching Writing,* Volume 11, 45.

[14] Mohammad Ali Salmani Nodoushan, *Assessing Writing: A Review of the Main Trends*, 116-125, 2014, 116.

[15] Brown, *Assessment,* 220.

b. Intensive (controlled), While meaning and context play a role in judging correctness and appropriateness, most assessment activities focus on a specific form, and test design is more carefully regulated.

c. Responsive asks students to work at a low level of discourse, connecting sentences into paragraphs and constructing a logically connected series of two or three sections. Writing styles include short narrative and description text, temporary report, lab report, summary, brief reading answers, and charts or graphs interpretation.

d. Extensive, Mastering all writing processes and methods for a range of purposes, up to the length of an essay, a term paper, a substantial research project report, or even a thesis, is what extensive, comprehensive writing implies.

The importance of assessing writings can be derived from the previous argument, to determine the progress of pupils in learning to write and whether or not the teacher is successful in teaching writing. In addition, pupils were encouraged and supported in their efforts to learn to write.

B. Narrative Text

1. Definition Of Narrative text

Purba defines narrative as "a story delivered in a constructive format" (written, spoken, poetry, etc.) in which a series of fictional or non-

fictional events are depicted.[16] It assumes that narrative writing is a style of writing that tells a story in the form of a constructive image and describes the events within it. The purpose of narrative text is to entertain the reader.

A story is told to the reader in a narrative text. It's similar to recount, although the story is frequently made up. It usually involves a series of events as well as an issue that the characters must solve. It usually begins with a crisis and ends with a resolution. A fairytale is an example of this. Narration tells a story that is the sequence of events provided in chronological order, based on time perception.[17]

The narrative is a bewildering array of genres, each of which is distributed across multiple substances. Myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (see Carpaccio's Saint Ursula), stained glass windows, cinema, and comics all have narrative elements. Furthermore, storytelling exists in every period, in every area, in every civilization; it dates back to the dawn of humanity, and there never been a people without it.[18]

Nonfictional narrative and fictional or imaginary narrative are two types of narrative texts. The fictional story depicts a fictional event that occurred in a fictional universe. Fairy tales, folktales, short stories, fables,

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[16] Rodearta Purba, *Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique,* vol.9 no.1,

[16] Annisa Rakhmi, *Let's A Narrate Text*, (Jakarta: PT. Balai Pustaka,2012), 2

[17] Rakhmi, *Narrate Text*, 2

[18] Paul Hazel, *Narrative: An Introduction*, (Swansea Institute of Higher Education, Mount Pleasent, Swansea, 2007)

legends, myths, novels, and comics are only a few examples. A nonfictional narrative, on the other hand, tells the story of a person's true life. News and magazine articles, essays, diaries, biographies, personal tales, and history textbooks are examples of narrative non-fiction. The narrative text, defined as a text that chronologically tells the past, can be found in both fiction and non-fiction works.[19]

Narrative text has a social purpose in entertaining the reader with a story that deals with complications or problematic occurrences that lead to a crisis and how to overcome it. To put it another way, it's a variety of techniques to entertain, and cope with real or imagined circumstances.[20]

According to the description, narrative text is a sort of text that tells a story, both fictional and nonfictional. Text that contains fiction invented true stories, and fairy tales is also considered narrative text. In most cases, the narrative text provides an intriguing and interwoven chronology. It is because the reader's primary goal in reading a narrative text is to be entertained.

2. The Generic Structured of Narrative Text

According to Neo in Intan's journal that a narrative has a structure the shape or a pattern it can be represented graphically in this way.[21]

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[19] Mauliani, *Narrative Text,* Volume.9, 114

[20] Mauliani, *Narrative Text,* Volume.9, 115

[21] Intan Karolina, Teaching Narrative Text in Improving Writing to Tenth Grade Students of SMA Negeri 1 Petarukan Pemalang, 2201402513, UNNES: Semarang, 2006,27
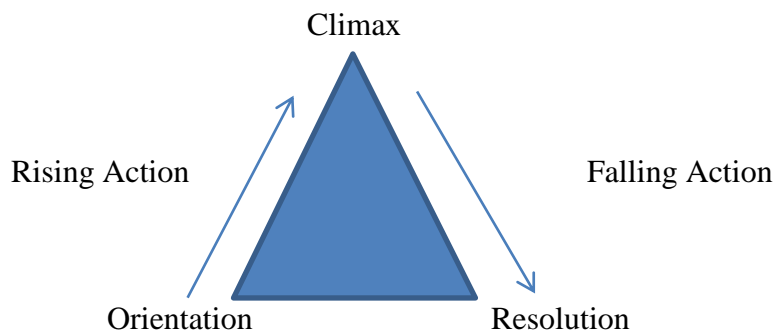
Figure 2.2 Generic Structure of Narrative Text

The image has been giving the label Frei tag triangle. The elements of the Frei tag triangle are composition which establishes the characters and situation. Rising action refers to a series of complications leading to the climax. The climax is the critical moment when the problem/conflict demands action. Action falling is the moment away from the highest peak of excitement. And finally is a resolution which is the result.

According to Rustipa in Thyrhaya's journal gives a further explanation about the generic structure of the narrative text as the following:[22]

1. Orientation is the beginning of the story, which includes the introduction of the characters and the setting of time and place. The clauses are written in the simple past tense. This level employs temporal conjunctions, individualized individuals, and material processes.

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[22] Thyrhaya Zein, dkk, The Incomplete Linguistic Features And Schematic Structure In Efluniversity Students'narrative Texts, Volume 4 Number 1 March 2019.

2. Complication: The complication is the most important part of a story. It comprises tale events that encourage the reader to guess what will happen next in the story. Simple previous mental, material procedures and personalized participants reveal this difficulty.

3. Evaluation, attitudinal lexis is the most common form of evaluation.

4. Resolution or how the crisis will be resolved. This level employs mental, verbal, material, and simple past activities.

5. The fifth and final stage is the coda. The goal is to make a statement about the entire text. The narrator's perspective on the relevance of the story is sometimes conveyed in the coda. The coda includes, in addition to material and mental processes, assessment lexis.

According to the above description, orientation, complication, assessment, resolution, and coda are the generic structures of narrative texts. Complexity made of story events makes the reader guess what will happen next. The evaluation is generally in attitudinal lexis. Resolution made of mental, verbal, material, and simple past acts. And the coda is the end of the story in narrative text.

C. The Language Features Of Narrative Text

In English, each text type may be distinguished by its language use, which is also true in the narrative. The language characteristics of an English narrative text, a narrative text's language features include:[23]

1. As a pronoun, specific characters or a specific noun (e.g., stepsisters, housework)

2. Time words that connect events to tell when they happen, also known as time connective and conjunction (e.g., then, before, soon)

3. To show the actions that occur in the story, use the following verb types:

    a. Students are frequently employed in narrative writing to explain activity done by characters or something that a person, animal, a force of nature, or thing can do, such as walking, sleeping, and running.

    b. A mental verb is a verb that refers to mental states or actions, such as emotion, attitude, wants, and perception. (for example, "know," "believe," "guess," "mean," "feel," "remember")

    c. Saying verbs, which are verbs that signify words such as "aid," "told," "promised," and "thought." [24]

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[23] Rakhmi, *Narrative Text*, 26
[24] Rakhmi, *Narrative Text*, 26

4. Students are frequently employed in narrative writing to explain activity done by characters or something that a person, animal, a force of nature, or thing can do, such as walking, sleeping, and running.

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6. Saying verbs, which are verbs that signify words such as "said," "told," "promised," and "thought."

7. The use of direct speech is a sentence (or numerous sentences) that reports speech or thinking in its original form, as articulated by the first speaker, and is frequently quoted. "It's raining," he said, for example.[25]

8. To show the palace and events, use adverbs and adverbial words. The students can demonstrate time, palace, cause, frequent, degree, and manner.

9. Adjective describes a noun phrase, such as a tall white body, three black males, etc.[26]

The narrative text, according to Derewianka in Erwin's journal, includes the following characteristics: 1) significant participants are human, or sometimes animals with human factors; (2) primarily use

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[25]Rakhmi, *Narrative Text*, 27

[26]Rakhmi, *Narrative Text*, 28

action verbs, but also many verbs that refer to what the human participants said, felt, or thought verbal and mental processes; (3) dialogue is frequently included during which the tense may change to the present or future[27]; (4) Use the past tense, (5) primarily use the past tense, and (6) use the past tense, (7) Descriptive language utilized to enhance and deepen the story by conjuring up images in the reader's mind, and (8) written in the first (I, us) or third person (he, she, they).[28]

From the explanation above the writer can be conclude that language features in narrative text are using time sequence to tell when the student occur an event in narrative text (example: long time ago, one day, many years later, once upon a time, etc.), verb to show the action that occur the story in narrative text (example: ran, came, knew, felt, told, asked, said, etc.), simple past tense to express an event that happen in the past, dialogue in narrative text as an attraction for readers, direct and indirect speech in narrative text is as importance with the dialogue, specific character in narrative text is often individual on participant with defined identities, descriptive language to portray the characters setting, and the last is adjective to describe a nouns in narrative text (example: a tall white body, three black males, etc.)

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[27] Diah Paramita, and Sabri, *Using Story Circle To Improve Students' Ability In Writing Narrative Text,* INOVISH JOURNAL, Vol. 2, No. 1,(June, 2017)

[28] Erwin Oktoma, *Process Types In Students' Narrative TexT,* Indonesian EFL Journal, Vol. 3(1) (January, 2017)