

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer describes: (a) theoretical framework; (b) previous related study; and (c) Research setting.

A. Theoretical Framework

1. Concept of Teaching

According to Brown (2000, p.7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In addition, according to Moore (2001, p.4), teaching is the actions of someone who is trying to assist other to reach their fullest potential in all aspects of development. Thus, the writer assumes that teaching is how the teacher gives someone knowledge or trains someone to instruct. Teaching also gives some information of a subject matter to the students in the classroom.

It can be defined as giving instruction, knowledge skill to somebody or making somebody understand or being able to do something. Then, teaching English is how the teacher transfers the language and skill to the students in the classroom. The objective of teaching English as a foreign language is to make the students who do not understand the English language until understand it.

2. Concept of Writing

According to Bergman and Seen (1990, p.282), writing is a process of thinking and planning, making choices, and trying again. It is not only the

combination of letter, which relate to the sounds when people speak, but writing is more than production of these graphic symbols.

The process of writing is complex in which these processes should be followed from its first step until the final step of writing. In every step of writing, the writer should make an evaluation in order to produce good writing quality. It is because once the writer misses to evaluate one step which could be a mistake, than another step will be followed by another mistake that connected to the previous step. Hedge (2000, p.302) states that:

“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers”.

It can be assumed that writing is one of the four language skills that play a very important role in the teaching of English since it can really help the students learn a second language. In commonly, the students get difficulties in finding and generating ideas, they feel confused to start their writing. More over, the students have low motivation and seem uninterested in writing.

According to NSW Department of School Education Sidney (1999, p.23), teaching students about the processes of writing equips them to produce accurate texts. For most academic purposes, the processes of writing consist of drafting, revising, conferencing, editing, proofreading and publishing.

- a) *Drafting* involves making notes of ideas, planning the text and writing the text down initially.

- b) *Revising* involves reworking a text to improve ideas or amend the content. Revising might involve editing, because it often requires reorganising the text or changing sentence structures.
- c) *Conferencing* involves discussing drafts with others to engage in critical reflection and clarification of meaning. Revising and editing might occur during, or be the result of, such discussions.
- d) *Editing* involves changing the drafts of developing texts in order to improve the text, for example, by improving cohesion, syntax, grammar and vocabulary. Editing leads to changes which will be incorporated into the next draft of the text.
- e) *Proofreading* involves preparing the final text for presentation, including reading the text to locate and fix any inaccuracies in grammar, spelling, punctuation or layout.
- f) *Publishing* involves presenting the text to its intended audience. At school, this is often the teacher, although it is good to give students the experience of writing for other audiences where appropriate.

In order to compose accurate and effective texts, students need to be taught how to engage in these processes with a critical understanding of how written language is used.

In brief, that teaching writing is to ensure that students learn to write effectively in community and academic contexts. To develop the skills, knowledge and understanding required, students need to learn about writing and learn through writing.

3. Concept of Narrative Writing

Narrative is text type that tells about story whether true story (problematic personal experience) or fictional that has purpose to entertain or amuse the readers with the story. Langan (2005, p.191) explains that narrative is storytelling, whether relating a single story or several related ones. Through narration, a statement can be clear by relating in detail with something that has happened. In narrative, the details are presented in order. Zaida (2009, p.82) explains that narrative consists of several parts: 1. Orientation, this part introduce characters and sets the scene (when/where); 2. Complication, in this part, the main character is faced to a problem; 3. Resolution, this part tells how the problem is resolved, for better or worse. Dietsch (2006, p.86) states that:

“Narrative paragraphs tell a story or relate an event or anecdote. The writer often sets the scene first, telling who or what when and where. Description, dialogue, or illustrations may be included to kindle interest and to clarify. Action verbs keep the story moving. Narratives often build suspense, reversing a surprise for the end”.

Furthermore, A narrative paragraph is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. It is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution.

4. The Concept of Ask, Reflect, Text (ART) Strategy

Ask, Reflect, Text (ART) strategy helps the students better to write the content that should be included in narrative stories. After asking the questions that what should be included in their text, the students use art media as they reflected

to illustrate their answers for example crayon, marker, water color panits, pencil and others. They use this visual story plan as a reference for later generating their text. After that, they compose their text.

In ART strategy, the students are going to use WWW W =2 H= 2 in their narrative stories. Acoording to Graham and Harris (1989) cited in Dunn, WWW, W=2, H=2 questions for the purpose of helping students who struggle with writing to improve their narrative texts. Each W and H represents a question indicating what should be included in a story: Who is in the story? Where does the story take place? When does the story take place? What do the characters do? What do the other characters do? How does the story end? How do the characters feel?.

5. The Advantages Of ART Strategy

According to Dunn (2011, p.386) there are some advantages of ART strategy. The advantages are :

1. Helps students who struggle with writing narrative stories
2. Provides teachers with a straightforward process to guide students in producing narrative text.
3. Helps students to improve their story writing skill

6. Teaching Procedures by Using ART Strategy

According to Dunn (2011, p.378) the steps of ART strategy are:

- a. First of all, the students choose the story topic of narrative text that they want to make.

b. After that, the students ask themselves by using WWW W=2 H=2 questions for what they like to include as story content. For example :

WWW

Who is the main character?

When does the story take place?

Where does the story take place?

W=2 H=2

What happens then?

What happens with other characters?

How does the story end?

How does the main character feel; how do other characters feel?

c. Next, students reflect their answers, they illustrate their ideas with art media (e.g. markers, watercolor paints)

d. The last, the students compose their text based on the pictures

B. Previous Related Studies

First, the previous related study was written by Maroja (2013). The thesis entitled “Teaching Writing Narrative` Text by Using POW WWW, W=2, H=2 Strategy for Eight Grade Students at Junior High School”. In her thesis project, to find out whether or not there was significant difference in writing achievement. She also examined the significant difference between writing achievement of the student who were taught by using POW and those who were taught by using teacher’s strategy.

The similarities of the research above to the writer's research were; 1) both used the same genre (narrative text), and 2) both used the same strategy (WWW, W=2, H=2). Meanwhile, There were some differences between the writer's strategy and Maroja's strategy. They were independent variable and population. The independent variable of the writer was Ask, Reflect, Text (ART) but Maroja's strategy was POW (Predict, Organize, Write). The writer chose eleventh grade students of SMA Nurul Iman Palembang but Maroja chose eighth grade students of SMP 2 Padang as the population.

The second study was written by Salam (2013). The thesis's title is "The Effect of Draw, Label, Caption (DLC) Strategy Toward Students' Ability in Narrative Writing for Eleventh Grade Students of SMA N 14 Padang". In his thesis project, he found that there was significant effect of Draw, Label, Caption strategy toward students' writing ability in narrative essay.

The similarities between this study and the previous study were 1) independent variable, which was writing achievement, 2) the population (Senior High School), 3) sample (eleventh grade students), 4) skill and kind of text (writing and narrative text). The last one is that it needed to illustrate or draw pictures. The differences of both were that ART strategy used WWW, W=2, H=2 meanwhile DLC (Draw, Label, Caption) strategy did not use WWW, W=2, H=2.

The third previous related study was written by Chabibah (2009), the thesis entitled "Teaching Narrative Writing through Self Regulated Strategy Development (SRSD) to the eighth grade students of SMPN 19 Palembang". In her thesis project, SMPN 19 Palembang, to find out whether or not there was

significant difference in writing achievement. The result of the research was there is significant difference between writing achievement of the student who were taught through SRSD and those are taught through teacher's strategy.

The similarities between this study and the previous study were both of these studies similar in dependent variable, which was writing achievement, and had same genre of text (Narrative text). The difference between this study and the previous study were in independent variable and population of the study. The independent variable of the previous study was Self Regulated Strategy Development (SRSD), while the independent variable of this study was ART (Ask, Reflect, Text) strategy. The population of the previous study was eight grade students of SMP 19 Palembang, while the population of this study was eleventh grade students of SMA Nurul Iman Palembang.

Fourth, was written by Dunn (2011), the thesis entitled "Ask, Reflect, Text : Illustrating Story Plans with Art". The similarities between writer's research and the previous study were the genre of text (narrative text), and the strategy (ART strategy). The difference both of them were the population and sample

C. Research Setting

SMA Nurul Iman Palembang is located at Jl. Mayor Salim Batu Bara stated in Palembang. It is one of the famous school in Palembang then the aceditation of SMA Nurul Iman Palembang is A.