**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents some reviews of relevant theories and studies about theories on teaching and learning writing narrative essay.

1. **Teaching Writing**

Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. Basically, writing is an activity that produces something from mind become meaningful a text or sentence. It has many purposes not only for media as pouring idea but also giving information. When we write, we use graphic symbols: that is, letters or combinations of letters which relate to the sound we make when we speak. The symbols have to be arranged, according to certain convention to form word and words have to be arranged to form sentences. According to Byrne (1979: 1) a good arrange in writing will make a good writing with readable text. Good writing makes the reader hold the message from the writing without arise miss understanding. Bazerman (1976: 8) State that Writing in school has relationship between the student and teacher. The teacher selects material to discuss with student, give student book to read and assigns writing for student to do. According to Hedge (2003: 302) 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. But writing – good writing – is a product of careful thinking and incorporates the following four characteristic: (1) the appeal to a target audience. (2) a coherent structure. (3) a smooth, detailed development (4) an appropriate style. White (1943: 7) we do not write just one sentence or even a number of unrelated sentence. Make a good writing by arranged sequence sentences. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

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1. **Writing Problem**

Many students think that the blank page is the big problem to start write or to get an idea. It will be solved by looking for a good opening sentence. Bazerman (1976:11) stated that:

“Many people think of writing in just that way “my life will be miserable until I get this paper written, but I don’t know what to write.” A problem can be seen not as something wrong but as something to do. The first type of problem points to a breakdown in the current situation which needs to be repaired, whereas the second is creative, bringing something new into the world.”

In writing process students often find some problems to write their idea in good sentences or sometimes confuse about what must student do or write. Bazerman has a solution to solve it by make a good opening sentence and student effort to write by creatively. Good opening sentence will make the following sentence flow up to full the students’ paper. Students can get many inspirations from many sources; creatively student also can get idea from their environment, or media such as internet, magazine or other.

According to Bazerman (1976) students can find the problem of writing by answer some questions. Some questions bellow can lead the students to find the students’ problems in writing. Those questions are:

1. What is your purpose? Do you want to sell a product, or argue for theory, or share an experience?

The problem can find based on the purposes of the writing itself, each purpose has a different problem to solve.

1. Whom do you intend to address in this piece of writing? Are you writing to single distinct person with known expectations, interest and criteria, such as a teacher who want to evaluate your knowledge of a subject? Are you writing for more open – ended audience, such as readers of general – circulation magazine?
2. What is your relationship to this audience? Do you already have its confidence or must you prove your authority? Are you in position to lay down the law or are you lucky if anyone even reads your words?
3. What effect do you intend to have on these specific readers, and what actions do you want them to take as a result of reading your writing? Do you want the teacher to respect your thinking or to put A on the paper?
4. What kind of strategy is likely to lead to the desired effect in your particular audience?

According to Byrne (1979) writing is a difficult activity for people both in their mother tongue and their foreign language. It means that not only in Indonesian language but also English language writing is difficult skill for people or students. Beside the problems mention above there are some problem which classified into three kinds by Byrne, those are:

1. *Psychological problem*, writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, in it self makes the act of writing difficult.
2. *Linguistic problem*, In writing, we have a compensate for the absence of these features : we have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we procedure can be interpreted on its own.
3. *Cognitive problem*, writing is learnt through a process of instruction : we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

Actually, the problems of writing above not allowed as a reason to hated writing, the all problems can solve by practice writing.

1. **Writing process**

According to (Hedge page. 302) Writing process is seen as thinking, as discovery. 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 revising it, then revising and editing. Writing process as mention above is a complicated activity not only needs language skill but also creativity to arrange a set of words, sentence becomes a readable and understandable text. In addition, writing basically of making a point and provide the evidence to support or develop that point to make clearer.

When we will write and produced a text, we must follow some steps which help us to write a text become easier. Those processes are: Prewriting, first draft, responding, revising, editing, evaluating, and post - writing. Each step has function to make the writing become a good writing.

* 1. **Prewriting**

“Pre writing is an activity in the classroom that encourages student to write. It stimulates thoughts for getting started”. Ricards and Renandya (2002: 316). It makes students face blank pages and generate an idea. There are five prewriting techniques that will help students to develop and think about a topic and get word on paper:

1. Free writing technique means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Students write with ignore about erasing mistakes, organizing material instead explore their idea by putting down whatever in their mind. Based on state of Richards and Renandya above, we know that free writing is just write your topic without stopping with ignore about mistake of spelling, punctuation correctly or organize material.
2. Questioning technique means students generate who, why, when, what, where and how questions about a topic. For example:

Question ; why donn’t you like to go to a movie?

Answer ; just too many problem involved.

With thoose question will develop students writing in their paper. In questioning, we generate idea by asking as many as questions as we can think about our topic.

1. “Brainstorming technique means students collect ideas and details that relate to students’ subject. Pile these item up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. Students goal is just to make a list of everything about students’ subject that occur” stated by Richards and Renandya (2002).

In this technique students create a list of ideas and details that related the subject. Brainstorming is intended to accumulate raw material by making a list of everything about students’ subject that occurs.

1. According to Richards and Renandya (2002) clustering technique is also known as diagramming or mapping is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering usually use lines, boxes, arrows, and circle to show relationship among the idea and details that occur. Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as idea and details come to you, put them into boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor idea in the smaller boxes or circle, and use connecting lines to show how they relate as well.

Clustering is a way to think by uses paper with boxes or circle about how various ideas and details related to another.

1. Preparing a scratch outline technique is an excellent sequel to the first four pre writing technique. A scratch outline often follows free writing, questioning, list – making, or diagramming; or it may gradually emerge in the midst of these strategies. In fact, trying to make scratch outline is a good way to see if you need to do more pre writing. If you cannot come up with a solid outline, then you know you need to do more prewriting to clarify your mine point or it several kind of support.

In a scratch out line, you think carefully about the point you are making, the supporting item for that point, and the order in which you will arrange those items. The scratch outline is a plan or blue print to help you to achieve a unified, supported, well – organized composition

* 1. **First drafting**

Richards and Renandya (2002) stated that the students are focused on fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the students’ ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also encourage writing for different audience in order to give direction to their writing. Depending on the genre of writing (narrative, expository or argumentative) an introduction to the subject of writing may be a startling statement to arrest the reader’s attention, a short summary of the rest of the writing, an act quotation, a provocative question, a general statement, an analogy, a statement of purpose, etc. such a strategy may provide the lead at the drafting stage.

In this process students don’t worry about the grammatical accuracy, punctuation also spelling, whereas students develop the main idea and content with specific details.

* 1. **Responding**

Responding the teacher to the students has a central role play in the successful implementation of writing process. Responding intervenes between drafting and revising. It is the teacher’s quick initial reaction to the students’ draft. Response can be oral or in writing, after the students produce the first draft and just before the process to revise.

* 1. **Revising**

Students review their texts on the basis of feedback given to the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to their readers. Revising is not merely checking for language errors. It is done to improve global content and the organization or idea so that the writer’s intent is made clearer to the readers.

* 1. **Editing**

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, diction, example and the like.

* 1. **Evaluating**

In evaluating student writing, the scoring may be analytical (based on specific aspect of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to student in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of information.

* 1. **Post – writing**

Post writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming text for stage performances, or merely displaying texts on notice broads. The post writing stage is a platform for recognizing students work as important and worth while.

1. **Good writing**

Good writing is a product of careful thinking and incorporates the following four characteristic. It means good writing is writing which make through careful thinking and good arrangement of the structure or sentence. There are some classifications to good writing:

1. The appeal to a target audience. The writer should identify a problem, or has seen something in new light, and fells that it is worth sharing with others. He or she feels the idea is worth publishing, in the word’s root sense of “making public.”
2. Coherent structure. For any writing to work, it has to have some kind of organizational scheme. You are probably familiar with one such scheme, the so – called five paragraph essay: one paragraph to introduce the topic, three to discuss three different aspects of it, and one to summarize and conclude.
3. A smooth, detailed development. Not only does a piece of writing have framework, a skeleton, but it has meat on the bones as well. To build onto frame work, you need to expand upon an idea by raising the general points and discussing them in detail. You will need to analyze complex matters, provide vivid example, and perhaps refute opposing ideas and name names.
4. An appropriate. Well articulated style. The language you use to get important, well develop idea across should be accurate and appropriate as possible. This mean being be able to choose the right words, to find the most suitable level of usage, and to use no more words than are necessary to convey the intended idea. It also means being able to construct sentences that allow your idea to be transmitted in a crisp, readable manner with minimal interference, such as uneven, ambiguous, or unnecessarily complicated wording.
5. **The Role of the Teacher in the Teaching Writing**

There are four role of teacher in teaching writing according to Donn Byrne (1984), those are:

1. To decide how to present the activity to the class. For example, in the early stages, it will help to do a certain amount of writing with students, on the blackboard or on the overhead projector.
2. To prepare the student orally. This should be regarded as a standard procedure for writing activities in the early stages.
3. To decide the writing task should be carried out. An activity may be done individually, in pairs or small groups.
4. To decide on correction procedures. It is not essential to examine everything the students write, although many students will want to have their work looked at.
5. **Essay Writing**

An **essay** is a piece of writing which is often written from an author's personal [point of view](http://en.wikipedia.org/wiki/Perspective_%28cognitive%29). Essays can consist of a number of elements, including: [literary criticism](http://en.wikipedia.org/wiki/Literary_criticism), political [manifestos](http://en.wikipedia.org/wiki/Manifestos), learned [arguments](http://en.wikipedia.org/wiki/Arguments), observations of daily life, recollections, and reflections of the author. The definition of an essay is vague, overlapping with those of an [article](http://en.wikipedia.org/wiki/Article_%28publishing%29) and a [short story](http://en.wikipedia.org/wiki/Short_story). Almost all modern essays are written in [prose](http://en.wikipedia.org/wiki/Prose), but works in [verse](http://en.wikipedia.org/wiki/Poetry) have been dubbed essays.

1. **Teaching Essay**

An excellent way to learn how to write clearly and logically is to practice the traditional college essay, a paper of about five hundred words that typically consist of an introductory paragraph, two or four supporting paragraph, and a concluding paragraph. The central idea, or point, developed in any essay is called a thesis statement (rather than, as in a paragraph, a topic sentence). The thesis appears in the introductory paragraph and the specific support the thesis appears in the paragraph that follows. The supporting paragraphs allow for a fuller treatment of the evidence that backs up the central point than would be possible in a single-paragraph paper (John Langan, 1942: 6).

1. **Good Essay**

Writing a good essay is the key to success in school period. However, some students never get the hang of it. Following this outline will help students write a great five paragraph essay and hopefully receive an A on their next assignment.

### Five Paragraph Essay Outline

### Step 1 - Choose a Good Topic

When writing an essay, it is important to choose a topic that is not too broad. For example, do not write about football. Choose something more specific, like football drills, the greatest football team, football equipment, football practice, etc.

### Step 2 - Organize the Essay

Organizing an essay can be done in many forms. Some people like to use graphic organizers like a web. It looks like a spider web with circles connected. In the middle circle, write the main topic. Then make three "spokes" off of the main circle and make three more circles. Write the topics in those three circles. Then from those, add two to five more lines or "spokes" from those circles to become details to talk about in essay.

Another way to organize an essay is to follow this basic outline form:

Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis Statement (One sentence that tells the reader what the essay will discuss.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body Paragraph #1 main idea \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Detail #1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Detail #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Detail #3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body Paragraph #2 main idea \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Body Paragraph #3 main idea \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Detail #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Detail #3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conclusion (Wrap up essay and leave reader with interesting thought.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For future reference, this basic outline can be used for many types of writing, such as a [persuasive letter](http://www.brighthubeducation.com/high-school-english-lessons/16333-persuasive-letter-writing-activity/).

### Step 3 - Writing the Essay

Once the outline is filled out, the essay is quite easy to write. The ideas are organized. It is important to have good transition words between each main paragraph, such as first, second, third, also, furthermore, hence, etc. The five paragraph essay includes an introduction, three body paragraphs and a conclusion.

Another tip is not to start the essay with "my essay will be about" or "I am going to write about." These are boring and not interesting essay [beginnings](http://www.brighthubeducation.com/high-school-english-lessons/29509-writing-and-improving-introductions-for-essays/). Think about interesting facts about the topic or famous quotes about the topic to put in the introduction. Make sure to include a thesis statement to inform the reader about the essay's topic. The introduction can be the hardest part to write; however, it is very important that it is strong.

Another part of the essay that many students forget to write is the conclusion. An essay must have one that wraps up the essay. A good way to get the reader to remember your essay is to leave the reader with an interesting thought. Do not give any new information in this section. It is important to write a rough draft to share with a friend or parent to edit. When editing, ask someone to check that stayed on topic and used proper writing conventions, such as good spelling, usage, mechanics and grammar.

Last, write a final copy. This should be error free. It can be written in pen or typed. Most teachers like a typed copy; however, neatly written essays in pen are acceptable as well. Teachers generally grade an essay on the following criteria: interesting content, organization and writing conventions.

Writing a good five paragraph essay can take some time. Do not wait until the last minute and make sure to have someone [edit](http://www.brighthub.com/education/homework-tips/articles/33874.aspx) it before turn in the final copy to the teacher or lecturer.

1. **Types of essay**

Students often have essay writing activities in almost all of their subjects. The initial step is usually to decide on what topic to discuss. But the next big decision that essay writers confront is what type of essay to employ. What technique works for the selected topic? What kind of writing style is suitable? What tone is efficient?

In choosing what essay type is appropriate to use, students need to fully understand the difference between each type. There are many kinds of essay writings; they are six common essays that can help students on their paper writing activities:

1. Persuasive or argumentative essay

A persuasive or argumentative essay makes a claim or position regarding a subject for the main purpose of persuasion. It is usually presented with statistics, expert opinions, and well-supported arguments about a claim or controversy. In using an argumentative tone in essay writing, it is essential that the issue to be discussed is two-sided wherein the writer takes a stand. Also, the main argument must be clear, exact, and highly focused.

2. Comparison and Contrast essay

This type of essay writing takes two subjects and identifies their similarities and differences. A good comparison and contrast paper possesses a valid basis for comparison - a limited focus and catchy information. In writing essay using compare and contrast, it is vital that the purpose for comparing and contrasting the two subjects is made clear. This purpose is crucial because it provides focus to the paper.

3. Descriptive essay

Descriptive essays' aim is to provide a vivid picture of a certain person, place, object, or event. It offers concise details that enable the readers to imagine the subject described. Generally, descriptive essays explain the "what, why, when, where, and how" of a topic.

4. Definition essay

Definition essay writing demands writers to present a meaning of a term that goes beyond the objective definition offered in the dictionary. Essay writers need to provide a more focused and exact description of the term than what is offered in reference sources.

5. Narrative essay

A narrative essay tells a story in a sequence of events. This type of essay is told from a defined point of view, often the author's. It offers specific and often sensory details to get the reader involved in the elements and sequence of the story. A narrative essay uses all the story elements - a beginning and ending, plot, characters, setting and climax - all coming together to complete the story.

6. Evaluation essay

The prime purpose of this essay writing style is to form judgment on certain ideas, places, services, etc. basing on clear-cut criteria. An informed opinion is critical to the development of this essay. It is important to use facts, statistics and other authoritative resources to establish and organize the criteria to present a substantial analysis and evaluation.

Essay writing is just one tough kind of various papers writing activities. Students usually ask for professional essay help to assist them on what type of approach or style to use in their composition.

# Narrative Essay

Narrative is telling a story about events or actions (Smalley, 1960: 57).

In a [narrative](http://www.yourdictionary.com/narrative) essay, we tell a story, but also make a point. So, it is like a story told for a reason. A narrative essay uses all the story elements - a beginning and ending, plot, characters, setting and climax - all coming together to complete the story.

## Essential Elements of Narrative Essays

The focus of a narrative essay is the plot, which is told using enough details to build to a climax. Here's how:

* It is usually told chronologically.
* It usually has a purpose, which is usually stated in the opening sentence.
* It may use dialogue.
* It is written with sensory details and vivid descriptions to involve the reader. All these details relate in some way to the main point the writer is making.

All of these elements need to seamlessly combine. An example of narrative essays follows. Narrative essays can be quite long, so instead of a full length example of an entire essay, only the beginnings of essays are included:

This excerpt about learning new things and new situations is an example of a personal narrative essay that describes learning to swim.

### *Learning Can Be Scary*

“*Learning something new can be a scary experience. One of the hardest things I've ever had to do was learn how to swim. I was always afraid of the water, but I decided that swimming was an important skill that I should learn. I also thought it would be good exercise and help me to become physically stronger. What I didn't realize was that learning to swim would also make me a more confident person.*

*New situations always make me a bit nervous, and my first swimming lesson was no exception. After I changed into my bathing suit in the locker room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease.”*

The example above is included in a good narrative essay, because of some reasons,

* Content: it is about the writer’s experience that happened in the past.
* Organization: it is told chronologically order.
* Vocabulary: the vocabularies used are clear and precise.
* Language usage: there is no problem in the construction and the tense used is simple past tense.
* Mechanics: there is no error found in spelling and giving punctuation.

From those elements, the writing can be classified in to the good narrative writing.

1. **Testing the Writing Skill**

Test is a process of measuring students knowledge and ability, there are some tests use to measure student ability, such as: placements test, diagnostic tests, progress test and achievement test. Each test has function based on the purpose of the tests. This study test uses before and after teaching learning process. Tests that given before teaching learning process, call placement test whereas testing that give after teaching learning process is achievement test. According to Lindsay and Knight (2006:122) placement test are given to learners at beginning of new course. The purpose is to know the students’ ability and can use so that teacher can use to improve students ability during teaching learning process after get students pretest score. Lindsay and Knight (2006) also state that achievement test are given to learners at the end of the course and are based on what they have studied during the course. This test have aim to know what is the students understand what have studied during teaching learning process.

Testing has significant effects to influence teaching learning process, it has good effect also bad effect for teacher and learner, and those are:

1. Teachers only focus on what will be tested.
2. Test can make some learner very nervous and they may not do as well as they could, because of this.
3. Test can help teachers identify area in which their students are having problem.
4. If test are too difficult, learners will become motivated.

Measuring test we must consider about some aspects, those are: validity and reliability. Content validity is the most important element validity. Heaton (1975: 154) states that:

“Content validity is the kind of validity depends on a careful analysis of the language being tested and of the particular course objective always being apparent.”

Task that we used have to contain about the material of teaching learning process and based on the instructional goals. The examiner has to draw up a table of test specification and determine the particular language skill clearly and carefully to be included in the test. Each of the skills should be given percentage weighting. The examiner has to quantify and balance the component or skills, give a certain value to indicate the importance of each skill in relation to the other components in the test.

This Writing test was assigned based on the following scoring guide stated by Heaton (1975: 146). In this study the researcher used analytic scoring guide, because by using analytic scoring guide the researcher gets students’ writing achievement completely and specifically also more details scoring.

**Table 2. 1. Scoring Guide Table**

By Heaton (1975: 146)

|  |
| --- |
| **Content** ( the content must be about experience or story in the past) |
| 30 – 27 Excellent To Very Good : knowledgeable-substantive-etc  26 – 22 Good To Average : some knowledge of subject – adequate – range – etc  21 – 17 Fair To Poor : limited knowledge of subject - little substance – etc  16 -13 very Poor : does not show knowledge of subject – non substantive – etc. |
| **Organization** (the idea stated chronologically and clear ) |
| 20 – 18 Excellent To Very Good : fluent expression – ideas clearly stated – etc.  17 – 14 Good To Average : somewhat choppy – closely organized but main ideas stand out – etc  13 – 10 Fair To Poor: non – fluent – ideas confused or disconnected – etc.  9 -7 Very Poor : does not communicate – no organization – etc. |
| **Vocabulary** (the words are effective and the verbs used are vivid and precise ) |
| 20 - 18 Excellent To Very Good: sophisticated range – effective word / idiom form, choice, and usage – etc.  17 – 14 Good To Average: adequate range – occasional errors of word / idiom form, choice, usage but meaning not obscured.  13 – 10 Fair To Poor: limited range – frequent errors of word / idiom form, choice, usage, etc.  9 – 7 Very Poor: essentially translation – little knowledge of English Vocabulary. |
| **Language** Usage (the correct construction and use simple past tense) |
| 25 – 22 Excellent To Very Good: effective complex constructions – etc.  21 – 19 Good To Average: effective but simple construction – etc.  17 – 11 Fair To Poor: major problem in simple / complex constructions – etc.  10 - 5 Very Poor : virtually no mastery of sentence constructions rules – etc. |
| **Mechanics** (the punctuation for conversation text must be clear- if any) |
| 5 Excellent To Very Good: demonstrates mastery of conventions – etc.  4 Good To Average: occasional errors of spelling, punctuation – etc.  3 Fair To Poor: frequent errors of spelling, punctuation, capitalization – etc.  2 Very Poor : no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. |

There are limitations of total score here to categories students’ achievement, the maximum total score of writing is 100 and the minimum total score is 34. Based on Heaton, there are four scoring criteria they are, excellent to very good, good to average, fair to poor, and very poor. They are scored based on the scoring guide. In the table above we can see five scoring guide, they are content, organization, vocabulary, language usage, and mechanics.