

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents some theories related to the title in detail; the definition of writing, narrative text, self-assessment, and previous studies.

A. Writing in Language Learning

1. The Definition of Writing

Writing is a form of words that in general and it may have a higher truth value than the fact that it has set it down by an ability to make it. It means the product of the writer should be truly acceptable by the readers. So that the readers know what is the main idea of the writer. Harmer (2004) states that “ writing is a way to produce language and express idea, feeling, and opinion”.

Meanwhile, Nunan (2003) stated that writing is process of thinking to find ideas, thinking how a write a good writing, how to express feeling into writing, and how to arranging the ideas became sentence and paragraph clearly.

Based on that explanation, it shows that learning writing is difficult and students should understand about writing process so they are able express them selves confidently, effectively, and efficiently in order to create a piece of writing.

2. Process of Writing

Writing is a productive process. Process of using symbols to communicate thoughts and ideas in a readable form. Harmer (2004 : 4) stated that writing process involves a series of steps to follow in producing a finished piece of writing. There are :

a. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of process of writing. This may involve making detailed notes. Writers plan what they are going to write, before starting to write or type, they try and decide what it is they are going to say. To make easy, for some writers this may involve making detailed note. When planning, writers have to think about three main issues, the first place they have to consider, the purpose of their writing since this will influence. Not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. The secondly, the writers think of the audience, this will influence not only the shape of the writing, but also the choice of language. For example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece, which means how best to sequence the fact, ideas, or arguments which they have decided to include. So, in this process students are making notes about what will they write.

According to Longman (2005), there are some strategies and techniques for generating ideas.

1. Free writing

Free writing is writing without stopping. Free writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. The purpose of free writing is to generate as many as possible and write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

2. Questioning

In questioning, the writer generates ideas and details by asking questions about the subject. Such questions include *Why? When? Where? Who? What? And How?*

b. Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing as a drafting. Students make specific ideas of their product.

c. Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft,

she or he has written, whether it is ambiguous or confusing. They can move paragraph around or write a new introduction and also they may use a different form of words for a particular sentence. Reflection and revising are often helped by other readers who comment and make suggestion. For another readers reaction to piece of writing will help the author to make a appropriate revisions.

d. Final Draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

3. Narrative text

a. Definition of narrative text

Narrative text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to aims to amuse or entertain and to inform the reader about the story or event that happen in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones. (Anderson and Anderson 2003:3) define narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if

the narrator is one of the characters in the story, and in the third person if the narrator is outside the story. Meanwhile, (Cohan 2001:1) states that “a narrative recount a story, a series of event in a temporal sequence”. It can be considered as the complicated type of recount genre because it tells more complex past events chronologically.

Based on those theories, it can be conclude that generally indicate a text telling a past story or event are narratives, either actual or fictional by using time sequence or chronological order. Addition, narrative text is the story with one or more problem, which must find away to be resolved. In around us, it is a common thing to tell a story to someone both in spoken and written forms. If English learning students are able to speak it up fluently, they write down it with same flow of fluency it's possible for them. This kind of texts they share with other can also add references for them to read which also improving the skill of reading.

b. The type of narrative text

Narrative has many different types, (Risdianto 2012:130) explained some kinds of narrative text:

1) Humor

A humorous narrative is one of that aims to make audience laugh as part of telling story.

2) Mystery/horror

This type contain about identity investigate, secret and surveillance.

3) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

4) Fantasy

May simply be a basic chronological narrative set in fantasy world but some fantasy narrative extend the 'fantastic' element to the structure as well. For example, the story may play with the concept of time so that characters found themselves moving through time in a different way.

5) Folktales

Folktales usually feature ordinary and hardworking folks who use their wits and smarts to get them out of difficult situation. For example: Malin Kundang.

6) Fables

A fable is a short allegorical narrative making a moral point, traditionally by means of animal character who speaks and act like human beings.

7) Myths

Myths focus on stories that try to explain something about creation or the origin of people, place, and thing. They also try to explain some type of phenomenon, either in nature or in

regards to a person who has a unique ability. Example: Hercules.

8) Legend

A legend is a narrative of human action that is perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historized narrative performed in a conventional mode. Some define legend as folktale. For example: Rawa Pening, Sangkuriang, Prambanan Temple, etc.

9) Fairy stories

Fairy story is an English language term for a type of short narrative. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, giants, or gnomes and usually magic or enchantment.

10) Personal experience

Personal experience narrative is account of significant event in the life of the narrator or the community.

c. The generic structure of narrative text

The important point to make a narrative text is worth knowing. According to (Anderson and Anderson 2003:4), a narrative text has four main parts (generic structure). They are:

- 1) *Orientation*. Beginning of the story in which the narrator tells the audience about where the story is taking place, who the characters in the story, and when the action happen.

- 2) *Complication*. The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolveable.
- 3) *Sequence of Events*. This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order with flashbacks. The audience is given the narrators' point of view.
- 4) *Resolution*. In satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely completely unresolved.
- 5) *Coda*. The narrator includes the coda if there is a moral or message to be learned from the story.

Furthermore, (Siahaan and Shinoda 2008:73) explained that the structures of narrative text are orientation (setting the scene and introducing the participants), evaluation (a steooing back evaluate the plight), complication (a crisis arises), resolution (the crises is resolved, for better or for worse), and reorientation (optional). However, ideally the common of the generic structure of narrative text are orientation, complication, and resolution.

d. The language features of narrative text

Besides know about the generic structure of narrative text, in writing narrative texts students also must be aware about the language features of that text. According to Siahaan and Shinoda (2008:74) the language features of narrative text are, focus on specific and usually individualized participants, use of material processes (behavioral andverbal process), use of mental process, use of temporal conjunction and temporal circumstance, and use of past tense.

In short, some experts have different thought about the language features of narrative text. Anderson and Anderson (1997:8) explained the language features of narrative are, *nouns* that identify the specific characters and places in the story, *adjectives* that provide accurate descriptions of the characters and settings, *time words* that connect events to tell when they occur. For example, first, then, next, while, afterward, finally, after, during, before, etc., and *verb* that show the action that occurs in the story. The tense used in general is past tense.

Based on the explanation from several experts above, the researcher concludes that there are some language features of recount texts which focus on:

- 1) Specific characters and places in the story
- 2) Use of past tense

- 3) Use of behavioral process (action verb), such as run, walk, go, etc., verbal process (verbal verb), such as say, state, etc., and mental process (mental verb), such as think, feel, know, etc.
- 4) Use of temporal conjunction, such as firstly, then, next, after that, etc.
- 5) Use of temporal circumstance, such as once, once upon a time, etc.

Exemple of Narrative text

Malin Kundang

Orientation

Once upon the time, there lived a family in the beach of west Sumatra. That family had a son named malin kundang. Because the condition of their family was very terrible. So the malin's father decided to go away to across country.

Complication

Malin and his mother had a big expectation that one day his father came home with a lot of money that can be used to buy daily needs. After months, the father never came back. And finally their expectation was fade.

After Malin Kundang grew up, he thought to find money in across country with expectation when he came back to his village, he became a rich man. Finally, Malin Kundang joined to sail with perch of the merchant ship that was success in his village.

During on the ship, Malin Kundang learned much about sailing science from the experienced crew of the ship. Malin learned engrossed about shipping from his friends who had a lot of experiences. And finally, he was the master of shipping.

Many islands have been visited, up to a day on the way, suddenly Malin Kundang's ship attacked by pirates. Most of the crew and people on the ship were killed by the pirates. Malin Kundang very lucky, he was not killed by the pirates, because when it happened, Malin Kundang hid under a small space which enclosed by the timber.

Resolution

Malin Kundang floated in the ocean until finally the host ship stranded on a beach. With the remaining staff, Malin Kundang walked to closest village to the beach. Arriving in the village master Kundang helped by people in the village. He told the incident that happened to him. Malin Kundang marooned villages where the village was very fertile. With tenacity and perseverance in working, Malin Kundang gradually became a wealthy man. He had many fruit merchant ships with the children of more than 100 people. After becoming wealthy master Kundang married a girl to become his wife.

After some time married, Malin and his wife make the voyage with a large and beautiful ship with the crew and a lot of

bodyguards. Malin Kundang's mother that every day waiting for his son, saw a very beautiful ship, went to the harbor. He saw two people who were standing on the deck of a ship. He believed that it was her son standing with his wife.

Malin Kundang stepped down from the ship. He was greeted by his mother. Once close enough, his mother saw at the right arm dozen injured person, to more convince his mother, she was approached Malin Kundang. "Malin Kundang, my son, why did you go so long without news?" he said, then hugging Malin Kundang. But Kundang immediately release her mother's arms and pushed him up to fall. "Women who do not know me, confessing as my mother said carelessly," said Malin Kundang at his mother. Malin Kundang pretended not to recognize her mother, because of shame with her mother who is old and wearing tattered clothes. "She was your mother?" the wife of Malin Kundang asked. "No, he was just a beggar who pretended to be admitted as a mom to get my property," Malin said to his wife. Hearing statement and treated arbitrarily by his son, the mother of Malin Kundang very angry. He did not expect him to be rebellious child. Because of mounting anger, Malin's mother tipped his hand, saying "Oh God, if he is really my son, I oath he became a stone." Not long after the wind storm roared loud and came to destroy the Malin's ship. After that, Malin Kundang body slowly becomes rigid and in time they finally shaped into a rock. *(Adapted from: www.bukuinggris.co.id)*

B. Self assessment

a. Definition of self assessment

Self assessment is to assess by involving students in the assessment. After students doing the task, every student must correcting their own work by their self, from this method students will get comprehension from their mistake, and will justified by their self. Self assessment includes two key elements in each assessment of learning outcomes: first, determining the criteria or standards applied to assess the learning outcomes of learners and secondly, assessing the extent to which learning outcomes have been achieved based on predetermined criteria. (Sedikides 1993) suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge. However, the self-assessment motive could be seen as quite different from the other two self-evaluation motives. Unlike the other two motives through self-assessment people are interested in the accuracy of their current self view, rather than improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's self-esteem to be damaged.

According to Douglas (2000:270) Self-assessment derives its theoretical justification from a number of established principles of second language acquisition. The principle of autonomy stands out as one of the primary foundation stones of successful learning. The ability to set one's own goals both within and beyond the structure of a classroom curriculum,

to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success, Developing intrinsic motivation that *comes* from a self-propelled desire to excel is at the top of the list successful acquisition of any set of *skills*.

Peer-assessment appeals to similar principles, the most obvious of which is cooperative learning. Many people go through a whole regimen of education for kindergarten up through a graduate degree and never come to appreciate the value collaboration in learning-the benefit of a community of learners capable of teaching each other something. Peer-assessment is simply one arm of a plethora of tasks procedures within the domain of learner centered and collaborative education.

Researchers (such as Brown & Hudson, 1998) agree that the above theoretic, underpinnings of self- and peer-assessment offer certain benefits: direct involvement, of students in their own destiny, the encouragement of autonomy, and increases, motivation because of their self-involvement. Of course, some noteworthy draw back must also be taken into account. Subjectivity is a primer obstacle to over- come. Students may be either too harsh on themselves or too self-flattering, or the- may not have the necessary tools to make an accurate assessment. Also, especially in the case of direct assessments of performance, they may not be able to discern their own error. (Brown 2003:270)

a. Types of self assessment

According to (Douglas 2000:272) has classification of self-assessment, they are:

1) Assessment of a specific performance

In this category, a student typically monitor him or herself in either written production and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. Thus, having made a presentation, the student (or a peer) fills out a checklist that rates performance on a defined scale. Or perhaps the student views a video-recorded and completes a self-corrected comprehension quiz. A journal may serve as a tool for such self-assessment. Peer editing is an excellent example of direct assessment of a specific performance.

Today, the availability of media opens up a number of possibilities for self and peer-assessment beyond the classroom. Internet sites such as Dave's ESL offer many self-correcting quizzes and tests. On this and other similar Sites, a learner may access a grammar or vocabulary quiz the internet and then self score the result, which may be followed by comparing with a partner. Television and film media also offer convenient resources for self- and peer-assessment. (Gardner 1996) recommended that students in non-English-speaking countries access bilingual news, films, and television programs and then self-assess their comprehension ability. He also noted that video versions of movies with subtitles can be viewed first without the

subtitles, then with them. As another form of self- and/or peer-assessment.

2) Indirect assessment of (general) competence

Indirect self- or peer-assessment targets larger slices of time with a view to rendering an evaluation of general ability, as opposed one specific, relatively time-constrained performance. The distinction between direct and indirect assessments is the classic competence-performance distinction. Self- and peer assessments of performance are limited in time and focus to a relatively short performance. Assessments of competence may encompass a Je son over several days, a module, or even a whole term of course work, and the objective is to ignore minor. Non repeating performance flaws and thus to evaluate general ability.

3) Metacognitive assessment (for setting goals)

Some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and maintaining an eye on the process to their pursuit. Personal goal-setting has the advantage of fostering intrinsic motivation and or providing learners with that extra-special impetus from having set and accomplished one's own goals. Strategic planning and self-monitoring can take the form of journal entries choices from

a *list* of possibilities, questionnaires, or cooperative (oral) pair or group planning.

4) Socio affective assessment

Yet another type of self- and peer-assessment comes in the form of methods of examining affective factors in learning. Such assessment is quite different from looking at and planning linguistic aspects of acquisition. It requires looking at oneself through a psychological lens and may not differ greatly from self-assessment across a number of subject matter areas or for any set of personal skills. When learners resolve to assess and improve motivation, and lower their own anxiety, to find mental or emotional obstacles to learning then plan to overcome those barriers, an all-important socio affective domain joined.

5) Student-generated tests

A final type of assessment that is not usually classified strictly as self or peer-assessment is the technique of engaging students in the process of constructing tests themselves. The traditional view of what a test is would never allow students to engage in test construction, but student generated tests can be productive, intrinsically motivating, autonomy building processes. (Brown 2003:272)

Gorsuch (1998) found that student-generated quiz items transformed routine weekly quizzes into a collaborative and fulfilling experience. Students in small groups were directed to create content questions on their reading passages and to collectively choose six vocabulary items for inclusion on the quiz. The process of creating questions and choosing lexical items served as a more powerful reinforcement of the reading than any teacher-designed quiz could ever be. To add further interest, Gorsuch directed students to keep records of their own scores to plot their progress through the term.

Murphey (1995), another champion of self- and peer-generated tests, successfully employed the technique of directing students to generate their own lists of words, grammatical concepts, and content that they think are important over the course of a unit. The list is synthesized by Murphey into a list for review, and all items on the test come from the list. Students thereby have a voice in determining the content of tests. On other occasions, Murphey has used what he calls "interactive pair tests" in which students assess each other using a set of quiz items.

b. Procedure for teaching narrative text using self assessment

According to (Nielsen 2000) There are 12 strategies for teaching writing using self-assessment:

- 1) Giving students direct, explicit and step-by-step training before they carry out self-assessment exercises and include practice time.
- 2) Help students develop a clear understanding of the aspects of writing they are self-assessing such as tone, attention to purpose, etc. In order for students to evaluate their writing for each of the different aspects, they need to have a clear understanding of the concepts.
- 3) Use writing models to demonstrate specific writing skills and to give students the opportunity to practice assessment. Writing models can be used independently of self-assessment to reinforce learning of concepts. When they are used as practice for self-assessment, teachers can correct student miscomprehension and modify the exercise as needed.
- 4) Invite students to participate in developing the criteria for self-assessment exercises. This process helps develop a shared understanding of good writing in the classroom.
- 5) Increase student motivation in self-assessment by making the self assessment part of the grade. Positive verbal prompts and guidance also support student motivation. Motivating students is a challenge, but for self assessment to be meaningful students must be committed to the task.

- 6) Use self-assessment for formative rather than summative evaluation and not to determine a final grade on an assignment.
- 7) Provide sufficient independent time and space in class to complete self assessment exercises. Self-assessment works best in your classroom where you can reinforce a sense of quiet, focused time that students may not have outside the classroom. You can also provide support and corrective feedback.
- 8) Engage students in dialogue during self-assessment to provide feedback, answer questions and provide clarification. Some students will need more scaffolding and guidance than others. One of the great benefits of self assessment is the opportunity to work one-on-one with students.
- 9) Self-assessment should include tasks that address specific components of writing as well as prompts that ask for a global response to their writing. Students should work to improve specific aspects of their writing as well as the overall content.
- 10) Nurture students' sense of self-efficacy and self-esteem through positive feedback, reinforcement and modelling. Student writers tend to think writers are born not made. They need a sense of self-efficacy to persevere in writing.

11) Give students the opportunity to revise their work after self-assessment so that they can transfer what they've learned to the task of writing.

12) Regularly evaluate your teaching methods. How are students responding? Conduct student surveys to find out what's working well.

b. Previous studies

From previous study with entitled "the effectiveness of self assessment on student achievement in writing descriptive text among the eighth grade at MtsN 3 Tulungagung academic year 2017/2018" by Haliza Ifvi. The research uses pre-Experimental Design using quantitative approach with one group pre-test and post-test design. It is intended to find any significant differences scores of the students before and after taught using Self Assessment at the eight grade students of MTsN 3 Tulungagung in the academic year 2017/2018. The population of this study was all the 8th grade students at MTsN Tulungagung. While, the sample was VIII B class that consists of 28 students. The research instrument that was used is test. Test is administered toward one group of students that is class 7B. Test administered before conducting treatment that is called pre-test and also administered after conducting treatment that is called post-test. Treatment that is used is by Self Assessment. The result of this study showed that the mean of students' score of pretest before they are taught using Self Assessment was (81,18). While the mean of students' score after they are taught being using Self Assessment

was (88,04). The conclusion of the research is that self assessment is effective toward student's writing achievement.

Another previous study entitled "The Use Of Self Assessment In Improving Students' Ability In Writing English Skill by Uswatun Hasanah shows that this research aims at finding out The Use of Self-Assessment in Improving Writing English Skill of the Students at English Education Department of STAIN Watampone academic year 2013/2014. The specific objective of the research is to find out whether or not the use of self-assessment improves students' performance in writing English skill. The research method employed quasi experimental research. The samples consist of 40 students which belonged to two groups; experimental and control group. The research data were collected using two kinds of instruments: the writing test which was given to the both groups and questionnaires of learners' self assessment which was given only to the experimental group. The research result indicated that: the use of self-assessment in writing English skill is more effective in improving students' ability. The result of post test of both group improved, but the use of self assessment gave better effect than conventional way. It was proved by the result of the mean score of post test of experimental was higher than the control group in writing skill. It is suggested to the English teacher that the use of learners' self assessment as one of alternative strategy in teaching writing in order to improve students' writing ability. In addition the students can take responsibility for their own learning.

The differences between this research and the previous research exactly the research by Haliza Ifvi is the design and kinds of text. And the other previous study is same the research design (Quasi Experimental design) but this research is specific to writing narrative text only.