

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on the theories and information about study on strategy in teaching or learning narrative writing with Crossover Learning strategy used.

A. Writing

1. Definition of Writing

Writing in academic is very important because there are few benefit from writing that make a better writer, strengthen the skill as a reader and listener, and make a stronger thinker (Langan, 2005;12). However, the people must learn about writing learning its very important especially for the students. Writing makes the students to become professional writer future. And also, by writing learning the students get some advantages like can be a better writer for examination, reports, make invitation, and have a research in institution, etc. In this case, writing can improve skill of the learner like when the student read any books they can pour their some ideas through writing. In addition, not only improve reading skill and writing skill but writing can improve speaking also. In fact, the students definite make a notice before them speech in front of class like presentation. So, they can prepare early before speech for better performances. And the last, writing

also improve listening skill like in the college student they always make some written after listening in English learning.

According to Harmer (2007) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Brown (2001) writing is a thinking process of ideas, experiences and feeling in the written form. It means that through writing you can express anything in your mind to others with organized some words, sentences to communicative. Writing also deliver message in writing by the written to the reader it have a purpose to communicate with the reader. Andayani (2015), he stated that is an activity in delivery message (communication) like idea, concept, experience or information with written to other people. It means that by writing the writer can deliver that about some words in mind to communicative with the reader indirectly. The writer can containing the purposed through the letter. These letters are combined into some words, words into sentences, and sentences into paragraphs. In order to be able to write, the people should think about what a messages that they want to express and to whom their messages are being communicated to.

According to Langan (2005:12) said that writing as one of the language skills is not an innate natural ability. A realistic attitude about writing must build on the idea that that writing skill. However, writing is skill like reading, singing, dancing, and swimming and like any skill so skill can be learn with another people in the formal learning or informal learning.

For the beginner learner, you can write anything your ideas, experiences and notice non-stop without afraid with correct sentences. With habitually written you can correct their sentences like grammatical correct, punctuation and spelling of sentences. Writing encourages the learner to better language also. In this case, writing can build the learner to become writer and good languages.

2. Process of Writing

To write well in writing there are process to make a better writing such as prewriting, drafting, reviewing, revising, and rewriting. To make a better writing student must be done to achieve good writing through some ways:

1. Pre-writing

Prewriting is the critical first step to successful writing (Stakey, 2004; 2). There are several prewriting technique to help students in prewriting process:

a. Free writing

Free writing means commence writing nonstop focusing on the topic. Here means you write full sentence and keep writing regardless grammar, spelling, and worthiness of ideas.

b. Brainstorming

Brainstorming means storm or search the brain for ideas (Brown and Hood, 1989:7). The students write what their idea after get the topic.

c. Clustering

Clustering means helpful for the learner to do their thinking in visual way. In this process the learner can make circles that have better ideas and have relation with before of sentences.

2. Drafting

The next step to make a better writing is drafting. Drafting means challenging transition from planning, or prewriting, to formulating the words and putting them on paper (Urquhart and Melder; 2005;16). In this process the student focus on develop planned ideas without regarding with grammatical, spelling and punctuation correctly.

3. Reviewing and Revising

Reviewing and revising means check their written by self or with friends. However, they can check all of the written and can add the new information if needed.

4. Rewriting

Rewriting process the students can edit all of the written. In this rewriting, the student can correct the grammatical errors, spelling and punctuation errors. However, Sudarwati (2006) states that the social function of narrative text is to amuse or entertain the reader, it deals with actual/imaginative experiences in different ways.

1. Generic structure of the text

The narrative text has organized includes:

a. Orientation

Introducing the characters of the story, the time and place the story happened. (Who/what, when and where)

b. Complication

A series of events in which the main character attempts to solve the problem.

c. Resolution

The ending of the story containing the solution.

2. Language features of the text

The language features of narrative text are focus on specific and individuals participant, the use of material process (action verb), the use of behavior and verbal process, the use of relational and metal process, the use of past tenses and the use of temporal conjunction and circumstances.

B. Types of Text

According to Basith (2010:91-106) writing skill is one of the skill that must be mastered by the students at least in simple form. There are several types in writing, they are:

1. Narrative

In social function narrative is to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. In second, the generic structure of narrative there three of

body in a paragraph there are orientation (who, when, where it happened), complication such as a problem arises and followed by other problems, and resolution (provide solution to the problem). And the third, language feature of narrative text have some function. They are to use of noun and pronoun like king or princess, use of specific participant (Cinderella, Aladdin), use of adjective such beautiful white skinned lady, use of adverb and adverbial phrases of time and place (in the jungle), action verb in past tense (lived, climbed) and use of saying verbs (said, and told).

2. Descriptive

The function of descriptive is to describe a particular person, place or things. In generic structure of descriptive text there identification or identify phenomenon to be describe and description that describe parts, qualities and characteristics. And the language of features from descriptive are focus on specific participant, use of attributive and identifying processes, frequent use classifiers in nominal groups and use simple present tense, adjective numbering, classifying, thinking and feeling verb, action verb (my cat eats mouse), and use figurative (smile), and metaphor (john is white as chalk: her hair is black as ebony).

3. Recount

In social function recount is to tell the readers what happened in the past through a sequence of events. Therefore, the generic structure of recount used of nouns and pronouns, action verbs in past (went, studied),

adverb and adverb phrase, adjectives and used past tense (I was there, and etc).

4. Report

The social function of report is to describe the way things are (for example: a manmade thing, animals, and plants). However, the thing must be a representative of their class. The organizations of the text are:

- a. General classification (introduces the topic of the report/tells what phenomenon under discussion is)
- b. Description (tell the details of topic such as physical appearance, parts, qualities, habits/behavior)

The second in report has language features they are use of general nouns example Komodo, hand phone, and car. Later, a language feature of report is use in relating of verb such as reptiles are scaly animals. Then, use present tense example cars have engine to run fast, and use action verb like lizard cannot fly because it has no wings.

5. News item

In social function of news item is to inform readers or listeners about events of the day which are considered newsworthy or important. Thus, in generic structure have three structures they are:

- a. New worthy event (tells the event in a summary form)
- b. Background events (elaborate what happened, tell what caused the incident)

- c. Sources (comments by participants, witnesses, authorities and experts involved in the event)

Therefore, in language features of news item there several features such as to information on the use headlines, use of action verbs (hit, attack), saying verbs example said, added, claimed, passive sentence like Aceh was hit by Tsunami in 2004, an use of adverb in passive sentences example the victims were badly injured.

6. Procedure

In social function procedure is to help us do a task or make something. It can be a set of instructions or directions. There three organizations in procedure there are goals or the final purpose of doing the instruction, materials or ingredients, utensils, equipment to do the instructions, and steps or a set of instruction to achieve the final purpose. In procedure have language features is use of imperative or put into..., use of action verbs or turn, use of connectives example first, then, finally and use adverbials like wait for ten minutes, mix thoroughly.

7. Explanation

The social function of explanation is to explain the process involved in the formation or working of nature or socio cultural phenomena. Then, in generic structure have an explanation that a general statement to position the reader. Later, a sequence explanation is why or how something occurs, and last closing. And the last, language features of

explanation is focus on generic, non-human participants and use mainly of general nouns, action verbs, simple present tense, and passive voice.

C. Narrative Text

According to Rebecca (2003:2), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and how they relate. In addition, Anderson (2003) explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. Narrative text is writing in which a story is told, the detail may be fictional or based on fact. Meyers (2005), states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event, but they can almost feel it. In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deal with problematic event lead to a crisis or turning points of some kinds in turn finds a resolution.

1. Characteristic of Narrative Text

Every text type has a number of characteristic that make it different from other text types. A text types has a specific purpose, the generic

structure and also the language features. Narrative, like all text types has characteristics. Narrative has a purpose. Its purpose is to amuse or to entertain the reader with a story. Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. Grammar that are used to make a narrative text are usually use past tense, past perfect, past continuous, past perfect continuous, past or future could be continuous. According to Rebecca (2003:2), narrative text is an imaginative story to entertain people (imaginative narrative text is a story that aims to entertain people).

In English dictionary literally have meaningful of narrative:

1. A spoken or written account of connected events of a story
2. The narrated part of a literacy work, as distinct from dialogue
3. The practice or art of narration

2. Generic structure of Narrative Text

- a. Orientation : is it about the opening paragraph where the characters of the story are introduced or main characters and plot point are introduced
- b. Conflict : a problem or conflict is established
- c. Complication : where the problems in the story developed
- d. Climax : High point in the story
- e. Resolution : where he problems in the story is solved

3. Language features of Narrative Text

- a. Description of characters and place using : adjectives to describe nouns-heavy, frostily, transparent, grumpy
- b. Adverbs- to describe verbs-quickly, secretly, quietly, energetically, suddenly
- c. Simile- to compare one thing with another, using like or as, as like as bright.
- d. Verbs indicating actions in the story-hid, ate, ran, whispered, looked

D. Teaching Writing Narrative Text in Junior High School

The teaching and learning of English language at Junior High School is to give students knowledge of English. It means that they have to be a master in four language skills; they are listening, speaking, reading and writing. The learner must to be master in those four language skills in English learning used. In this case, teaching and learning have a level by level that must be learned. Hopefully the learner can speak fluently and write well also understand listen native speaker. The type of text in Junior High school that must be learned they are; descriptive narrative, recount, procedure, and report. In this case, narrative becomes one of types of the text that must be taught in Junior High School. In fact, the competencies in teaching writing narrative at Junior High School based on the Curriculum 2013 state.

1. Standard Competence is expressing the meaning in short functional of the text and essays in the form of narrative and recount in the context of daily life.
2. Basic competence is expressing the meaning and rhetoric step of short functional of the text and essays by using written language accurately, fluently, and acceptable language in the context of daily life to access the knowledge of the text in the forms of narrative and recount.

The research concludes that the aim in teaching and learning of narrative text is to in extract the reader and listener of the story. Thus, writing narrative text is arrange some words to become sentence that suitable with story or legend in historical places in the past and set to become good paragraph which contain of story past tense and also have good purpose in order to the reader. In fact, students have some difficulty when they have to write English well. Some of difficulty that they get like expresses their ideas, opinion, and feelings and also they confused when the written start. As a result, some of students have spent more time to write about the written. That is why the researcher have a strategy to makes students easier in write narrative text. The strategy can be used that is crossover learning to help them written easier.

E. Crossover Learning

1. Definition of Crossover Learning

According to J. K. Rowling's Harry Potter books in the late 1990s crossover literature is by no means a recent phenomenon, but it received a high profile and a great deal of media attention with the unprecedented success. Robert Nash describes that cross-pedagogical approach to co-teaching with student affairs colleagues and shares a provocative classroom discussion that illustrates how it can help students create meaning for their lives. (Sharpley et al., 2015) said that Innovating Pedagogy report highlights '*crossover learning*' as one of ten innovations that are on the brink of having a profound influence on education. The concept of crossover learning refers to a comprehensive understanding of learning that bridges formal and informal learning settings. Over the next 2-5 years, the authors expect that traditional learning settings (school, university, professional development) increasingly support learners in linking diverse learning events that connect the classroom with informal and incidental learning: "These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

According to Bonk (2009) said that anyone can now learn anything from anyone at any time. A variety of openers such as e-learning, open courseware, web 2.0 tools and information sharing through online communities have substantially changed the education

environment compared to 10 or 20 years ago: Learning is no longer confined to institutions, but instead happens in personal learning networks. As we connect we learn. Mackey and Evans (2011) point out that a problem with institutional perspectives of socially constructed learning is that the zone of interaction is usually confined to the online course community: “There is little acknowledgement of the overlapping experiences of participants in communities of practice and other informal learning networks beyond the online course”. Learning is a relatively permanent change in behavior brought about by practice or experience. However, learning as a process should be identified and distinguished from the behavioral results or the products of that process, learning does not necessarily produce a change in behavior, the behavior may remain relatively unchanged while there is a change in the effectiveness of the stimuli eliciting it, ambiguous words, such as *practice* and *experience*, are replaced by words that more clearly represent what happens during learning.

1. Informal Learning

According to Beckett & Hager, 2002 he have a result that informal learning is said to call on and require a blending of individual difference constructs such as intellectual curiosity, self-directedness and self-efficacy. Informal learning arises in situations where learning may not be the primary aim of the activity but is activated by some anticipated or existing problem situation that requires resolution.

Informal learning may occur as a result of evolving activities including group problem solving, hypothesis testing, mentoring, coaching and job shadowing. As informal learning forms a significant part of our learning experience, learning occurs in a variety of ways, communities of practice, personal networks, and through completion of work-related tasks. Learning and work related activities as well as learning and exchange in professional networks are no longer separate, but often the same (Siemens, 2014).

2. Formal Learning

According to (Marsick & Watkins, 1990, 2001) he state that formal learning is defined as structured learning that takes place ‘off the job’ and outside of the working environment, typically in classroom-based formal educational settings. It is also conceptualized as a ‘standard paradigm’ of learning: a form of learning within traditional ‘educational’ pedagogical frameworks, based on didactic interaction (Beckett & Hager, 2002). In the workplace, formal learning is composed of planned learning activities that are intended to help individuals acquire specific areas of knowledge, awareness and skills useful to perform their job well. Formal learning mostly involves institutionally sponsored and endorsed programmes, which would include almost all training and development programmes that organizations offer. Implicit in this understanding is that formal training occurs in a context specifically intended for learning, which mostly

suggests that the learning occurs away from the actual work setting. As stated, formal training is assumed to be planned in nature relying on the use of the systems approach to design the learning experience in such a way so that the outcomes can be achieved.

F. Previous Study

In this sub chapter, the researcher presents related studies to Crossover Learning in terms of writing. The previous study states below:

In 2009, Nash J Robert who investigated Crossover innovating pedagogy in narrative writing describes his cross-pedagogical approach to co-teaching with student affair colleagues and shares a provocative classroom discussion that illustrates how it can help students create meaning for their lives. Based on the previous study that has done by the researcher Nash J Robert by using crossover learning is effectively to learning especially in writing narrative text for university. That is why, the researcher is sure that the strategy of Crossover Learning will be effective to use in Junior High School at eight grade student especially in writing narrative text learning. The researcher applied the strategy for students writing skill based on the previous study. Nash J Robert (2009) said that crossover pedagogy works better for him especially in the narrative writing for university.

In 2013, Dehong Yu investigated with untitled Improvement in Critical Thinking (CT) dispositions of undergraduate nursing students

through Problem Based Learning (PBL) crossover study. In the study who used experimental study to applied crossover learning in PBL. This study examines the effect of PBL in the development of critical thinking dispositions in nursing students using a crossover-experimental study in a course offered to nursing students in China. In the research data was collected in randomly assigned to two parallel groups, with one group receiving PBL and other receiving LBL as a control group. Thus, PBL learning significantly enhanced the CT dispositions of nursing students enrolled in Medical Nursing.

In 2018, Norazrina Azmi with untitled Crossover Learning through a Health Campaign in A Bachelor of Pharmacy Curriculum said that she said that to develop an effective teaching strategy who must understand the paths of learning in different settings. Two modes of learning are thought that is formal and informal learning that consist in crossover pedagogy learning. The research design used qualitative research design with survey to get the valid data. In the conclusion the researcher said that crossover learning would become a major approach to tertiary education in Malaysia, in keeping with the country's aim of developing well-rounded and employable graduates.

Also in 2016 year, Natalia Samutina have investigated Fan fiction as world building transformative in crossover writing she wrote about fan fiction was built in crossover writing. In the research was written contemporary fan fiction as a postmodern literary field. The research takes

an example Russian Harry Potter fan fiction and pays special attention to the production and reception of such fan fiction genre as crossover. The research design was qualitative design.

Based on previous studies, it has the similarities and difference term. The similarities are mostly conducting Crossover learning is effective to teach or learning in writing. And in the differences the researchers conduct this strategy for difference students there for nursing students and pharmacy students, also university students. The differences are mostly in case of object, subject, and the topic of writing that worked by the students. Then, the researcher is focus to use Crossover Learning in the other terms. The stages to conduct this strategy focus of writing text that is Narrative Text. The sample of research is eight grades students of Junior High School and investigating their skill in Narrative Text.