CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with some reviews of relevant theories and studies about definition of writing, writing strategies, teaching writing, narrative text, media, *Storybird* platform.

A. Writing

1. Definition of Writing

Writing cannot be separated from human being. Most of people need to write even just for a note or communicate to others. According to Richard, writing is used either as evidence of successful learning or as a means of learning. Writing is process of thinking; it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Yet good writing skills are essential to academic success and a requirement for many occupation and profession. By writing we can deliver what we thought to be understood by people. Writing offers an indirect communication both writers and readers.

Writing in simpler from is transcribing a language into written symbols; it is a thinking process in its own right. Certain cognitive psychologists have described it as the most complex and demanding of all cognitive activities undertaken by human beings. It is no doubt that writing is the most difficult skill to master.

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. Richard & Renandya (2002) said that second language writers have to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. However, by writing students can learn the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea.

2. Writing Strategies

According Harmer (2004) there are 4 steps about writing process as follow:

a. Planning

Planning usually called by pre-writing. Pre-writing is a process to think, collect idea, read, talk to others in order to decided what will be writen. Writer has to consider what main topic that will be chosen. There are some ways to make a plan. Those are: brainstorming, mind mapping, and clustering.

b. Drafting

Drafting is a stage that writing is actually begins. Drafting means writer does not worry about mistakes, the important thing is we get writing on the paper. It is supported by Brown and Hood (1989), they stated that in drafting is not the time to worry about spelling, grammar, punctuation, or the best wording.

c. Editing

Editing is a stage where writer revise what is written in drafting stage. Editing includes content, grammar check, spelling, punctuation, diction, sentence structure, accuracy of supporting detail of text.

d. Final Revision

Final is when the writers get done doing the three steps before such as planning, drafting, editing. When the text is final, writer can publish it.

3. Notion of Good Writing

According to Haris (2001) some elements in good writing are content, form, grammar, style and mechanic.

a. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substances of the writing; the idea expressed.

b. Form: writing should contain logical or associative connection and transition which clearly express the relationship of the idea described.

c. Grammar: writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms and syntactic pattern

d. Style: writing should engage its reader through original insight and precise.

e. Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.

B. Teaching Writing

1. Principles and Approaches in Teaching Writing

Teaching writing is not as simple as thought. Teacher needs to know the principles and approaches in teaching. There are some difficulties in teaching writing, both students and teacher. Thus, according to Nunan (2003), teacher should know the principles such as:

a. Understand students' reason for writing. It is very important to know the students' reason so the teacher can achieve the learning goals.

b. Provide many opportunities for students to write by using sixteen tenses in order to make they understand and increase their writing ability.

c. Give feedback and wash back to the students where it is meaningful and useful for learning.

d. The teacher must clarify himself, and for his students, how their writing will be evaluated.

It is not enough to know the principles only. Teacher should know approaches in teaching too. The teacher must be able to decide which approach that they want to use in order to achieve learning goal. The most popular approaches are product-oriented

approach and process-oriented approach. Each of those approaches will be explained as follows:

a. Product-oriented approach

This concern of this approach is the result will be in form of product. In the teaching and writing, the product-oriented approach has more focus on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices.

b. Process-oriented approach

This approach concerns more on the process of how the students develop ideas and formulate them into effective writing works.

2. The Teacher Roles in Writing

In teaching learning process, students need a teacher. According to Brown (2001) teacher is not just a facilitator but also a responder. As a facilitator, teacher offers guidance for students to write. As a responder, teacher should ensure students respond and use varieties of materials and techniques.

Furthermore, Harmer (2004) explain in teaching writing teacher could be a (1) motivator; (2) resource; (3) feedback provider. As motivator, teacher must be able to motivate students to write. As resource, teacher must accompany them and provide knowledge about writing. As feedback provider, teacher must give meaningful and useful feedback for the students so that students know how to make a good text.

C. Narrative Text

1. Definition of Narrative Text

According to Anderson (1997) narrative text is one of text genres which tell a story, and can inform or entertain the readers. Narrative text is to tell a story or tale that orderly account of events in speech of writing. Narrative text has many kinds of themes, such as fairy tale, mysteries, etc. According to Spencer (2005) narrative

text is an account of sequence of events, usually in chronological order. Narrative text is usually told by storytellers.

From the explanation above, the researcher can conclude that narrative is a text which provides a story that is created by writer's imagination in order to make readers or listeners happy of the story.

2. Purpose of Narrative Text

According to Anderson (2003) the purpose of narrative text is to present a text that entertains or informs the readers or listeners. Another purpose of narrative text is to express feeling and persuade the readers or listeners to do what is written in the story. In addition, Percy in Permana and Zuhri (2013: 2) stated that narrative text has purpose to give meaning to an event or a series of events by telling story.

In the story there are two kinds of ending, those are happy ending and sad ending (tragic). Both of the endings has its purpose that is to amuse and entertain the readers or listeners, and also convey the moral lesson of the story that gives benefit in the human life. As the social changing attitude, Narrative Text is effective way to influence people mind.

3. The Generic Structure of Narrative Text

According to Pardiono (2007) there are four stages in a narrative. Frequently the four steps will be repeated, increasing the suspense of the story. The steps for constructing a narrative text are:

a. Orientation

In this stage, the writer gives the information about the situation of the characters, where they live, the time they live, and what they want. It presents the basic situation which allows the reader to understanding the next parts of story. It may be long or short, according to the writer. It is to be the opening or introduction.

b. Complication

Complication is where something unexpected happen or events go wrong for one of the main characters in the story. There can be more than one complication events in narrative text. Here, the author shows how the problems rises or begin.

c. Resolution

Resolution is the solution of the problems or when the crisis is resolved, for better or worse.

d. Coda

Coda is moral value or lesson which can be taken from the text.

4. **Types of Narrative text**

Pumamawati (2011) states that the common forms of narrative text are:

a. Legend is a story which tells about how a place or something formed.

b. Fable is a story about animal that act like human.

c. Fairy tale is a story which related to something magic.

d. Science fiction story is a story about science but it is based on writer's imagination.

5. **Language Features of Narrative Text**

Basically, there are some characteristics of Narrative Text. This feature makes Narrative different from other text. According to Knapp and Watkins (2005) the features are; use action verbs, use temporal connectives, written in the past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentence structure.

In contrast, Gerot and Wignell (1994) proposed six language features of Narrative Text, they are:

a. Focus on specific and usually individualized participant, for example: Shifu, Ali Baba, etc.

b. Using relational processes and mental, for example: everything was very frightened; Shifu was so mad, etc.

    c. Using temporal conjunctions and temporal circumstances, for example: a few years ago, sometimes, and once upon a time, etc.

    d. Using past tense, for example: was, were, gave, went, etc.

    e. Using verbal processes, for example: said, told, promise, etc.

    f. Using material processes, for example: the boom exploded, the wall fell out, etc.

D. Media

1. Definition of Media

Media is plural form of Medium. Media are any devices that can help teacher to deliver materials, skills, attitudes, knowledge and appreciation or additional materials used when using a teaching method to make learning easy, to help the teacher to make teaching more effectively. Media is important to make learning activities more effective and creative. There are four types of media which are printed, visual, audio, and audio-visual. According to Brown (1969) media are tools or things that are used by teacher to facilitate instruction.

From the explanation above, the researcher can conclude that media is a tool which help teacher to teach students in order to achieve learning goals and make teaching learning process be more effective and enjoyable.

2. Types of Media

Media is an important tool in teaching learning process. Media can be seen from types of media form. According to Anderson (1976) media can be classified into five categories, they are:

a. Audio Media

Audio media are teaching media that is only related to our hearing.

b. Visual Media

Visual media are teaching media which is only related to sense of view

c. Audiovisual Media

It is a medium that can be seen and listened, like a film, video, or television. This media are better than audio and visual media, because audiovisual media contain both of those media.

d. Multimedia

The media that will present a whole media parts, it is synonymous with computer, internet and computer based learning.

e. Reality Media

Media reality is the media that exist within the natural environment, whether or not applied to state of living or present such as animals, specimen, herbarium etc.

E. *Storybird* Platform

1. Definition of *Storybird* Platform

Storybird is one of digital storytelling websites providing various free collection of art (Storybird, n.d.). It was established in 2009 and developed by Mark Ury. Furthermore, Walsh (2010) said *Storybird* is one of free writing related tools and resources available on the web. It allows users to combine and share artistic and literacy talent across the worldwide. The most interesting feature of *Storybird* is the existence of amazing arts. The variety and interesting images are available in the site enable the users to craft their stories without having to draw pictures.

Storybird has two options in making a story. It is picture book and long form story book. Picture book could be functioned as storyboard where writer can choose many pictures that appropriate with the story. Besides, long form story book also has the same function. But, the story is not in form of picture book. Zakaria et. al (2016) said that all users in *Storybird* platform can read the story because the story is shared.

Storybird has five kinds of identifications, 'Regular Users' is an account for kids and adults, 'Educator/ Teacher' is for teachers and principal at school, 'Student' is an account for the students whose class/ school is doing the website, and 'Professional Writer & Artist' is an account for people who write or do art professionally.

2. **The Benefits of Using *Storybird* to Teach Writing**

In using *Storybird* to teach writing, both students and teachers get benefits. The first benefit is it can develop students' cooperative learning skills. It is supported by Hull (2006), when working with *Storybird*, students create, elaborate and work with each other to select the topic, conduct a research, write a script, and develop the story.

The second benefit according to Sadik (2008) includes the increased student motivation by assigning them to create personal stories. As mentioned before, *Storybird* platform provide many pictures, so students can make their own story by using different pictures. The third benefit is students can practice writing by using technology. Consequently, students become more confident and effective in using this medium of learning.

Then for teacher, according to Menezes (2012), *Storybird* is easy to use because it requires minimal preparation and allows them to create individual user accounts for students. The minimum preparation will not take longer time. Thus, teacher can provide much time for students to write, because writing is not easy as thought.

F. **Previous Studies**

There are some previous studies that deal with this study. The first is a study by Tri Hapsari et all entitled "*The Effectiveness of Storybird Platform for Improving Students' Writing Skill in Recount*". The result of their study is they found that *Storybird* platform is effective to be used to teach writing, because there is a significant different from students' scores.

The second study is by Hidayat, entitled *"The Use Of Story Bird Application In Teaching Narrative Text For Eight Grade Students Of SMP Muhammadiyah 1 Kartasura"*. In his study he stated that by using *Storybird* platform students can increase their vocabulary by seeing the pictures that is provided by the story board. However, there are some differences among this study and the two previous studies. The differences can be seen in form of:

1. Research Design

   In the study of Tri Hapsari et al, they used experimental research design especially quasi design. To select the sample they use cluster sampling technique. And in the study of Hidayat, he used descriptive qualitative research design. This study will use quasi-experimental research design and will use purposive sampling technique.

2. Topic of the study

   The topic of this study is students' writing ability to write narrative text by using *Storybird* platform. In the study of Tri Hapsari et al, their topic is about recount text and using *Storybird* platform as the media. And in the study of Hidayat his topic is about the use of *Storybird* platform to teach narrative text.

3. Subject of the study

   The subject of this study will be students of tenth grader of Sore Vocational High School Tulungagung (SMK Sore Tulungagung). While in the study of Tri Hapsari et al their subject was first grade of senior high school. And in the study of Hidayat his subject was eight grader students of SMP Muhammadiyah Kartasura.