

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides an explanation of the related literature based on a reliable theory and findings from previous research consisting of an explanation of the Theory Framework, writing, components, writing processes, writing types, writing objectives, writing difficulties, and narrative text. The understanding of these theories will be presented as follows:

#### A. Framework Theory

The framework theory will be described below :

This study includes three general thoughts, namely writing, Narrative text, student problems. First, is writing as quoted. According to Nunan (2000, p. 86), writing is defined as a process and defined as a product. In addition, Caroline (2005, p. 98) also says as a process means the act of collecting ideas and working with them until they are presented subtly or subtly understood by the reader, while writing as a meaningful product. The last piece of writing, like a book, has evolved from the many steps that make up the process. writing has a type, one of which is narrative text. Second, narrative text according to Syafii (2013: 47) says that narrative is a story that displays emotions that tell a true story or fiction. This means that narrative is a story where the story can be a reality story or a fictional story where the most important thing is to convey feelings. So, readers can feel sadness, happiness, anger, pain or joy naturally. According to Simon & Scuster (1994, hlm.321) a narrative text tells about fiction and non-fiction, this explains one more thing about experience, namely telling the author's ideas or experiences. However, narrative texts often tell a story to describe or show a phenomenon. There are many types of narrative texts such as fairy tales, folklore, fables, myths, science fiction, legends and short stories. Third, namely students' problems from narrative writing, some students have difficulty in writing narrative texts, there are various problems including students having difficulty writing narrative texts because they rarely write in English, and lack ideas. as quoted in Huwari & Al-Khasawneh, (2013) states that "EFL students show that they have a lot of difficulty writing in English. Because they rarely write in English" (p. 2). Writing is also highlighted as one of the most difficult skills to master (McIntyre and Gardner in Huwari & Al-Khasawneh, 2013). According to Masyhud (2010), it was found that six problems faced by students in writing were limited ideas, students' difficulties in choosing suitable ideas, no one

checked students, writing, low student writing motivation, inability of students to share ideas, and students' difficulties in understanding the material.

## **B. Writing**

### **1. Definition of writing**

Writing is one of the four skills in English that should be mastered by students who learn English as a foreign or a second language. Writing is a means of communicating ideas, feeling or opinion in written form. According to Rahman, et al., (2013:2) writing is a skill which involves writer's ability in arranging letter, word, and specific language sentence into written communication. The definition implies that writing is a complex skill in which it insists the learners to be skillful in arranging the word into sentences and sentences into a paragraph. Another definition is given by Jahin (2008:125) who says that writing is essential feature of learning a language because it provides an excellent means of fixing the vocabulary, spelling, and sentence pattern. It means that the writing is the importance skill that should be mastered because in writing provides an excellent means like fixing the vocabulary, spelling and sentence pattern. From the definitions above it can be concluded that writing is the highest skill level. Writing is a process of pouring ideas in the form of a series of language symbols or letters. As one of the productive skills, writing requires the learner to be able to explore, discover and express ideas, feelings, experiences, and write using appropriate language.

### **2. Writing components**

Writing is not just writing but writing must have something meaning the reader can understand. When the author only writes letters and does not have the meaning of not being classified into good writing then the reader will be difficult to understand. Caroline (2006) said that writing is not just describing a word on a sheet of paper and formulate a joint letter. Writing requires several components to become a good writing and understood. Hyland (2002) defines that good writing is what is found combinations of words that allow one's integrity to dominate oneself the subject with a fresh, original pattern. When students learn how writing they can put their thoughts in a journal, write a letter to a friend, and create stories that come from their creative imaginations. According to Harris (1969) there are five components of

writing, namely; (a) Content is the substance of the writing, the idea is expressed. (b) Form is organization content. (c) Grammar is the use of grammatical forms and synthetic patterns. (d) Style is a choice of lexical structure and items for gives a certain feeling to a writing.

### **3. Writing Process**

If someone wants to write something and he/she wants to make perfect piece of writing, he/she has to know the process of writing. According to White (1986) there are five stages of process of writing, they are invent, gather and plan, organize and outline, write a first draft, and revise. a. Invent. To discover a topic, the important details about the topic, and what a writer mainly want to say about it. b. Gather and plan. Retrieve details about the topic from a writer's memory or from background reading. c. Organize and outline. Map out a writer's in idea in terms of beginning, middle, and an end, device a working (trial) outline to maintain coherence and a through development. d. Write a first draft. Develop your idea, concentrating more on content than on style or correctness. e. Revise. Rework your draft to improve accuracy, readability, and development. Revision can take whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft. From the statement above it can be concluded that there are five stages to make a perfect piece of writing. The first stage is the students find the topic, the second is the students collect details information about the topic, the third is the students do mapping out ideas (begining, middle, end), the next is the students start to write a first draft about the topic, and the last is the students rework a draft after finishing writing a draft.

#### **4. The Types of Writing**

Text is a certain unit of meaning that contains a series of sentences. Anderson and Anderson as quoted in Colipah (2014, p. 36 38) mention the following types of written text: a) Descriptive, is a text that contains a detailed description of an object so that the object is real. The purpose of a descriptive is to provide a detailed picture of a person, thing, or situation so that it seems real to the reader. The structure of descriptive text consists of. b) narrative text, So the meaning of narrative text is a text that contains stories and stories of an event that follows the author's timeline. Narrative texts are usually used as entertainment for the readers with various events as if the incident was actually experienced by the reader. c) Report, is text that contains any information that occurs within a scope. The general purpose of report text is to provide a general description of events that have just occurred through systematic observation and analysis. d) Recount text is a form of text that is usually used to tell past events. The main characteristic of recount text is a sentence in the past tense or past tense. e) Procedure text, Recount text is a form of text that is usually used to tell past events. The main characteristic of recount text is a sentence in the past tense or past tense.

## **5. Purpose of writing**

There have the purpose of writing. Purpose is the reason why the person compose a particular piece of writing (Matt Copeland, 2010:2-5). It means that with the purpose of writing it can guide which relies on his/her writing. There are eleven aim of writing as follow: a.) To deliver, writing is often use to express ideas, thoughts and feeling on expressive writing for other readers. b.) To describe, writing can be aimed to describe people, place, things, and theories. With description allow the audience to feel as though they are a part of the writer's experience of the subject. c.) To explore or learn, writing is one of ways to explore and learn something like a new knowledge for people. d.) To entertain, entertaining writing is one of the purpose. It can be used to entertain others by creating a joke or humorous written text. e.) To inform, writing is always used to inform somebody about some news or information. f.) To explain, writing is also used to explain something experience, to explain what or how something happens. g.) To argue, writing used to convince its audiences in particular ways as argumentative writing. h.) To persuade, writing used to convince people or reader to agree with persuasive writing itself. i.) To judge, writing used to judge the people, things, product, or policies. It is kind of argumentative writing. j.) To problem solve, problem solving is a kind of argumentative writing. Writing used to persuade the readers to adopt some solution to particular problems. k.) To mediate, writing is also used to reduce disagreement or disharmony one of them is using writing as a medium. From statement above it can be concluded that there are eleven aim of writing. that are to express (ideas, feeling, thoughts), to describe (people, place, things, theories), to explore (learn something), to entertain (creating a joke or humorous), to inform (give some news or information), to explain (explain how something happens), to argue (argumentative writing), to persuade ( to convince people agree with persuasive writing), to judge (things, product, policies), to problem solves ( to persuade the readers to adopt some solution), to mediate (to reduce disagreement or disharmony). That is the eleven aim of writing according to Matt Copeland it can guide which relies on his/her writing.

## **6. Benefits of Writing**

The main function of writing is as a means of communication which is not live. Writing is very important for education because it makes it easier for students

students think. Writing can also help someone think critically. According to D'Angelo (Henry Guntur Tarigan, 2008: 23), the situation must be paid attention in writing is the intent and purpose of the author, readers or viewers, and time or opportunity. Furthermore, Mohamad Yunus and Suparno (2009: 1.4) argued the benefits of writing are as follows. a) Increase intelligence, b) Developing the power of initiative and creativity, c) Cultivate courage, and d) Encourage the willingness and ability to gather information. Based on the above opinion, it can be concluded that benefits writing is developing creativity, namely by finding ideas and ideas, gathering materials and clarifying a problem. The benefits of other writing are developing knowledge and intelligence, namely by awakening the ever knowledge known beforehand.

## **C. Narrative Text**

### **1. Definition of Narrative Text**

Narrative text is a type of text in English to tell a story that has a chronological sequence of events that are interconnected. According to Simon and Schuster (1994, p. 321), a narrative text tells about fiction and non-fiction, this explains one more thing about experience, namely telling the author's ideas or experiences. However, narrative texts often tell a story to illustrate or demonstrate a point. There are many types of narrative texts such as folk tales, fairy tales, fables, myths, legends, science fiction, and short stories. According to Wadirman (2008: 98) narrative text is to entertain, entertain and face actual or representative experiences in various ways. Narrative deals with problematic events that lead to crises or turning points, which then find a solution. Furthermore, Syafii (2013: 47) says that narrative is a storytelling that displays emotions that tell a true or fictional story. This means that narrative is a story where the story can be a reality story or a fictional story where the most important thing is to convey feelings. So, readers can feel sadness, happiness, anger, pain or joy naturally.

### **2. Types of Narrative Text**

There are many types of narrative text that we need to know. According to Sali (2012) said that common narrative writing includes: a) Fable (fable): Stories that tell about animals. b) Myth (myth): This story or myth is widely developed in society and is generally considered to be a factual story or actually happened. c) Legend

(legend): Folklore that tells how the origin of a place that exists. d) Folk tale (folklore): A story that is told from generation to generation so that it becomes a part of the community's tradition. e) Fairy tales (fairy tales): Folk tales or children's stories which contain elements of the miracle/impossibility of the characters in the story and at the end contains a moral message. f) Love story: A love story emphasizes the theme of the story which contains the struggle to get love for the main character. In addition, there are other types such as: Science fiction, Horror, Mystery, History, Slice of life, Personal experience, etc.

### **3. Purposes of Narrative Text**

It is very important to know the purpose of narrative text, narrative text has many uses and benefits. According to Sali (2012) several reasons why writing narratives are important: a) when reading narrative texts we feel very refreshing. b) the story is so interesting and creative that it makes readers very interested c) when we can make narrative stories and when our stories are good we can sell and earn money d) when students can do good and interesting stories students will get very good grades. e) Preserve rich experience rich accounts for the next generation. f) improving writing skills when we often read narrative texts g) Expressing deep thoughts in the form of stories to be appreciated by others. h) Students will be skilled in English. Another purpose of narrative text is to entertain the readers. By presenting an interesting conflict in the middle of a narrative text, readers will be entertained and will be curious so that they will read the story to the end.

### **4. General structure**

Narrative text has a general structure in narrative text and has many stages in compiling narrative text. According to Derewianka, (1990) states that there are several stages in the preparation of a narrative text or what can be called a generic structure narrative text, namely: a) Orientation / exposition is an introduction to what's in the text. Text speaking in general. Who is involved in the text. When and where it happened. b) Complications is Complications triggered by a serious incident, during which time it usually creates some sort of hassle or increased problem. It explores conflict among participants. Complications are a major element of narrative. Without complexity, text is not narrative. Conflict can be presented as natural, social or psychological conflict. e) Resolution is Crisis resolved. In this section, the

implications may be resolved for better or worse, but really left completely unresolved even though this may of course be in some kind of narrative which leaves us wondering "How did it end"?

## **5. Narrative Characteristics**

a) Tell a story from the past, b) The element of the story consists of elements of time and place, elements the character of the story, the atmosphere of the story, and the solution complications or problems c) Is a folk tale or legend that has been known and owned by the community as stories that are shared though can be retold in many kinds of stories.

## **C. Writing Difficulty**

Writing difficulties are usually experienced by speakers, and even students who are currently studying English as a student or foreign languages (Aragón, Baires & Rodriguez, 2013). Al- Khasawneh as quoted in Huwari & Al-Khasawneh, (2013) states that “EFL learners shows that they have a lot of trouble writing in That English because they seldom write in English ”(p. 2). Writing is also highlighted as one of the most difficult skills to master (McIntyre and Gardner in Huwari & Al-Khasawneh, 2013). This problem can be traced back to the stages writing, planning, composing, editing and publishing (Harmer, 2004) as well regarding the components of a well written (Raimes, 1983) which students need to take into account when writing in English. Additional, “Students don't need to write too often and most of what they write is class bound ”(Adas & Bakir, 2013, p. 254). This assumption is valid in many settings where ESL and EFL is limited by composition; where “they have to put it into practice all the strategies and techniques they have been taught in it composition courses ”(Aragón, Baires & Rodriguez, 2013, p. 13). ). In addition, in writing narrative texts, many students have difficulty in writing narrative texts, especially the generic structure, there are several generic structures including (a) Orientation, namely introducing the main character in the story, where, and when the story occurs. (b) Complications indicate a problem in the story. (c) Resolution is the organizational aspect of the text that describes how the conflict can be resolved or can solve the problem. (Derewianka, (1990).

## **D. Previous Study**



Previous research serves as a support for conducting research. Several previous studies that are relevant to this study examine the problem of writing narrative text essays. The reason described in the previous research is for originality. Research and research is expected to complement the results of previous studies. Several previous studies have relevance to existing research conducted by current researchers and have similarities and differences, among others.

The first, "ANALYSIS OF STUDENT ERRORS IN WRITING NARRATIVE TEXT IN CLASS X SMAN 1 KAMPAR TIMUR" conducted by Rizqi eko pambudi supriyanto (UIN SUSKA RIAU, 2020). His research is entitled: Analyzing Student Errors in Writing Narrative Texts at SMA Negeri 1 Kampar Timur. The research has a problem formulation: The researcher wants to know what are the dominant aspects that can affect students' errors in generic structures in writing narrative texts based on their organization. The purpose of this study is to find out what problems are the most problematic in students' errors in writing generic structures in narrative texts based on orientation, complications and resolutions at SMA Negeri 1 Kampar Timur. The population in this study were students of class X SMA Negeri 1 Kampar Timur in the 2019/2020 academic year. Consists of 8 classes with a population of 285 students. The research sample was 71 students who were taken randomly from 8 classes. namely 10 mipa 5, 10 mipa 6, 10 mipa 7, 10 mipa 8, 10 religion 4, 10 religion 5, 10 religion 6, and 10 religion 7. The research instrument selected was a test. The data analysis technique used by the researcher is quantitative analysis. Based on the data analysis, he concluded that the students' most dominant difficulty in writing generic structures in narrative texts was the resolution of 37 students (52.11%) out of 71 total samples. There are several factors that influence students' difficulties, such as the factor of using vocabulary. The results of this study indicate that the most dominant student difficulty is the generic structure of the narrative text is resolution. Similarities: the similarities between my research and the research from the research above are the same as examining students' problems in writing narrative texts, so the sample used is the same, namely by choosing randomly from various classes. The difference: the difference is that I researched in junior high school while he researched in high school. Another difference is that he used quantitative descriptive research whereas I used qualitative descriptive research. he used the test instrument while I used the interview. The purpose of the problem is also different. This study aims to determine the dominant aspects of students' errors in

writing generic structures in narrative texts based on complication orientation and in high school, while my research aims to 1) find out the students' difficulties 2) to find out the students' factors in writing narrative texts.

The second research was previously conducted by Lana Nuzatun with the title "ANALYSIS OF STUDENT PROBLEMS IN WRITING NARRATIVE TEXTS: A Case Study of Second Grade Students of SMKN 1 Praya Middle School Year 2015/2016" Her thesis aims to find out the problems faced by class XI students of SMKN 1 Praya Tengah in writing imaginative narrative texts. The research is designed qualitatively which can solve problems descriptively and focuses the analysis on errors made by students. The sample of this study amounted to 20 people taken from class XI Accounting 1 SMKN 1 Praya Tengah Academic Year 2015/2016 from a total of 460 students. The research instrument used to collect data were interviews and written test interviews, where data from the written test were the main data and the results of the interview test were the supporting data. The data obtained is then analyzed through several steps, such as: identifying, describing, and explaining. After the data was analyzed, the results of the study revealed that the main problems faced by the students of SMKN 1 Praya Tengah in writing narrative texts were; in terms of sentence structure (use of tenses), and vocabulary (use of articles, prepositions, and words) change people). In addition, difficulties in generating ideas, difficulties in choosing the right vocabulary, and difficulties in translating writing from Indonesian to English. These three become another problem for students in writing narrative texts. Similarity: both aim to find out the problems faced by students in writing descriptive texts, and both use descriptive qualitative research, and we both use interview instruments. The difference: I researched in SMP while he was in SMK. Another difference lies in the selection of samples, he directly appointed one class, whereas I used random from many classes and chose one class.

## **E. Operational Concept**

Operational concepts are very important for researchers to know, this instrument is from a research, and is one of the stages in a data collection process. According to Syafi'i (2017, p. 110) operational concepts are derived from theoretical concepts related to all variables that must be practical and operated empirically in writing academic research papers. The researcher determines several indicators based on Derewianka, (1990) states that there are several steps in compiling narrative text or it can be called a general

structure of narrative text, which are as follows: a) Students have difficulty writing information about the characters in the story, the place, and the time that occurs as an orientation in the narrative text. b) Students have difficulty writing down some information about which problems arise because of the complexity in the narrative text. c) Students have difficulty writing information about how to solve problems at the end of the story (happy or sad ending) for resolution in narrative text.

#### **F. Pandemic Covid-19**

A Pandemic Covid-19 is defined by Merriam -webster as an outbreak of the disease in large geographic areas, such as a few countries or continents, and it generally affected a large portion of the population