CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights some theories functioning as the basis of the research and also presents some relevant studies previously conducted by other researchers. The explanation of the theories present as follows.

A. Teaching Writing

As students progress through school or university, they need to write more complex text for wider range of academic and community purposes. Therefore the teaching of writing needs to be explicit from kindergarten to university, with clear links between academic and community purposes.

In all subjects and at all stages of learning, students need to understand the purposes and contexts of their writing. This enables them to compose written texts effectively, which involves the ability to structure texts and to use language well. Using language effectively includes being able to move, when required, from spoken to written language. According to New South Wales Department of Education and Training (1999:21) "The teaching of writing should aim to impart a balance of knowledge, skills and understanding so that students learn to write effectively. Composing texts also requires an understanding of development of writing as well as presentation."The aim of teaching writing is to ensure that students learn to write effectively in community and academic contexts. To develop the skills,

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knowledge and understanding required, students need to learn about writing and learn through writing.
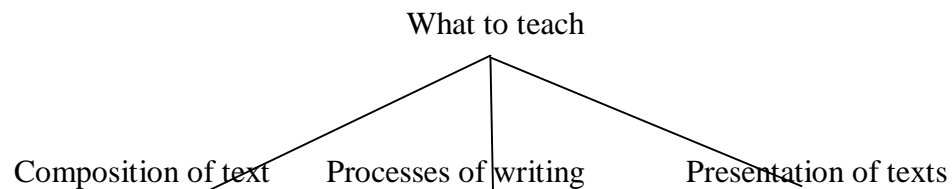
What to teach

Composition of text   Processes of writing   Presentation of texts

Figure 2.1: Component in teaching writing

1. **Component in teaching writing**

New South Wales Department of Education and Training (1999:22) identified that there are three components that must be taught in writing skill. As follow:

a. Composition of texts

Teaching writing involves teaching students how to take into account the purpose and context of a task. It follows that tasks set in class should have authentic purposes and contexts. Teaching students to write involves teaching them to reflect on written language, how it works and what makes it effective. It also involves evaluating the effectiveness of the writing in achieving the task.

Writing should be examines at all levels, including the whole text as well as its smaller components. Explicit teaching of writing includes teaching about:

- The composition of whole texts, i.e. purpose, text structure and cohesion

- Sentences and words, i.e. syntax, grammar, vocabulary and spelling

- Surface features, i.e. punctuation and layout.

Students should be taught to reflect on how writing changes in different situations and differs from one culture to another. Students should also be taught how writing changes overtime and is affected by technological change.

Above all, students should be taught to consider the impact of their own writing on the intended reader.

b. The process of writing

Teaching students about the processes of writing equips them to produce accurate texts. Raimes (1983:6) said that the processes of writing consist of prewriting, writing, revising, editing, and publishing.

1) Prewriting

Prewriting allows writers to discover what they know and how to proceed. During this stage students learn to make decisions about the topic as they ask questions: Do I know enough about this topic to continue? How can I gather more information? Do I like this topic? At this time the teacher has an opportunity to monitor students' progress. Through visual monitoring, proximity, and relatively quick conferences, teachers guide students, answer questions before the paper is

to developed, and advise students as to what works and what do not work in their writing. Brainstorm, cluster, cue, plot, and gather are the strategies to be placed in the cognitive minds of students, these are the tools that allow students to initiate the process.

2) Writing

For the writer, this is time to record the ideas collected and discovered during prewriting. The paper begins to take a narrative form: sentences and paragraphs. Both organization and logical development begin. Because students have the prewriting, they are able to produce the first draft. Again, tools help students to continue processing. Through modeling, teachers demonstrate how to focus, draft, share, and create titles.

3) Revising

Revising means make changes. The writer works with the draft to add details that bring clarity and voice and that involve the reader. Revising is the most intimidating stage of the process because students do not know what to do. Teacher modeling strengthens the process and opens the door for students to welcome the opportunity to make those changes. Tools involve leads, organization, questions, description, word choice, and conferences.

4) Editing

With a revised draft (probably several drafts after the original), the writer makes the final touches during editing to ensure a reader's comprehension. Although many teachers cover usage and mechanics early on because that's what they are comfortable with, these strategies should actually come later in the writing process. In the initial stages, writing should be a natural flow of ideas, and editing too early stifles ideas. At the approach time, teachers model tools for self-editing, peer-editing, and final proofing.

5) Publishing

The writer proudly displays the finished product. That is a time for being satisfied with one's accomplishment; it is a time for celebration. Often students have produced great pieces of writing only to have them handed in to the teacher, graded, and returned. The purpose for the work gets lost. Writing is meant to be read. Attentions to celebrations, portfolios, manuscripts, oral presentations are the tools to demonstrate accomplishment.

c. The presentation of written texts

How to present texts for publication needs to be taught in each subject. New South Wales Department of Education and Training (1999:23) suggests "When publishing written texts which

is to be read by others, writers should pay attention to legibility, spelling, grammar and punctuation."These features should be taught explicitly and systematically, as students learn to write texts for different community and academic purposes.

1) Technologies

a) Handwriting

Handwriting serves writing when students can produce legible handwriting fluently with a minimum of conscious effort. All students need to be taught how to write fluently in letters of appropriate size and spacing, using appropriate pressure and correct grip, while maintaining a comfortable posture.

Some students with disabilities or learning difficulties might need to use alternative methods of producing written texts, such as using tape recorder, scribe, or computer. Students also need to be taught how layout can help them achieve their purpose and how to enhance writing, where appropriate, using different technologies.

b) Computer-based technologies

Computer-based technologies can motivate and ease the way for many writers. Word processing programs enable students to make revisions to drafts easily and

make layout tasks more manageable. All students need to develop confidence, accuracy and speed in keyboard skills.

Beside that, students can using the internet need to understand that anyone can publish on the internet and that there are no quality control or selection procedures, unlike a library, for example where the selection of resources is undertaken by trained staff. Students also need to be taught about ownership of information and copyright concepts to support them when using the Internet.

2) Spelling

Students should be encouraged to use correct spelling automatically in first drafts. Students therefore need explicit teaching about the four forms of spelling knowledge:

- Phonological knowledge, which focuses on how sounds correspond to letters
- Visual knowledge, which focuses on how words look
- Morphemic knowledge, which focuses on the meaning of words and how spelling changes when the words take on different grammatical forms
- Etymological knowledge, which focuses on the origins of words and their meanings.

3) Punctuation

Students should be encouraged to use correct punctuation automatically in first drafts. They therefore need explicit teaching about punctuation conventions and how punctuation affects meaning and supports the reader. The accuracy required in using punctuation need to be emphasized when teaching simple and more complex elements of punctuation.

Punctuation marks are an important element of written language. The breaks between sections or parts of message need to be indicated in writing to assist readers, because elements of spoken language that fill this role, such as intonation and pauses, are not present.

Some punctuation marks are more frequently used and relatively simple to apply. Sentence punctuation is used in most forms of writing and is generally the first to be taught. It is expected that other forms of simple punctuation will also be taught in the earlier years of primary school.

Simple punctuation includes capital letters, full stops, question marks, the correct use of capitals for proper nouns, the use of commas to separate words in a list, and apostrophes of contraction.

Other forms of punctuation are not considered more complex because they are either more difficult to apply or

used less frequently. Complex punctuation includes speech marks, semi-colons, colons, and hyphens, commas separating clauses and phrases and apostrophes of possession.

2. Explicit teaching of writing

When students are engaged in purposeful writing tasks, teachers provide support for them through explicit teaching. Teachers also guide students by demonstrating how to achieve particular purposes, discussing the effectiveness of writers' choices and giving feedback at all stages of writing.

The goal of all teaching is for students to become independent writers. Teachers continue to provide support until students can compose texts for particular purposes independently. However, even when students can write for certain purposes independently, there are always greater writing challenges over the horizon with which they need help. This applies even beyond school. So, even though independence is the goal, explicit teaching and guidance are always needed.

The explicit teaching of writing refers to active and deliberate development of all aspects of students' writing rather than leaving it to chance. According to New South Wales Department of Education and Training (1999:26) states that explicit teaching of writing requires teachers to:

1. Define the purpose of every writing task

2. Provide opportunities for students to engage in a range of writing purposes.

3. Share with students the specific nature of the task, the reason for doing it and its value to their learning

4. Explain to students the skills, knowledge and understanding required to fulfill the purpose, and demonstrate these where necessary

5. Give students opportunities to practice those skills and enhance understanding

6. Use a common language to talk about the effectiveness, meaning and accuracy of students' writing

7. Provide continuous guidance and support as students develop their writing skills, knowledge and understanding

8. Ensure that students understand the criteria by which their writing will be assessed

9. Provide feedback to students about the effectiveness of their texts, which includes organization, cohesion, grammar, word choice, spelling, punctuation and presentation (handwriting or word processing)

10. Continuously monitor students' achievement.

3. Systematic teaching of writing

New South Wales Department of Education and Training (1999:27) states "The systematic teaching of writing refers to the

selection and sequencing of activities in order to ensure that students develop a comprehensive range of writing knowledge, skills and understanding." Teachers should build on what students already know and can do, to develop their knowledge, skills and understanding systematic and continuous monitoring of progress.

Systematic teaching occurs when teachers ensure that the writing program deals with the balanced development of all aspects of writing, such as grammar, spelling, punctuation, handwriting and word processing, as well as the writing processes.

Moreover, New South Wales Department of Education and Training (1999:27) said that teacher should select activities to develop the knowledge, skill and understanding which are relevant to the indentified needs of students and to the task at hand. Teachers also should provide opportunities for regular engagement in purposeful writing activities. The activities such as research, teacher input, presentation, class discussion or first-hand experience like excursions. These activities should help students to develop the knowledge, skills and understanding that enable them to write in order to demonstrate achievement of all syllabus outcomes.

Additionally, to support the activities, the teacher considers the effective writing practices also. Graham (2008:1) said that "Effective writing practices have a proven record of success. In other word, they have been shown to be successful in enhancing students' writing on

multiple occasions." According to Alexander (1997) and Graham (2006) in Graham (2008:1), effective writing practices is the road from novice to competent writer is paved by changes in students' writing knowledge, motivation for writing, strategic writing behaviors, and basic writing skill. So, based on the theory, the teacher must apply the effective writing practices to develop the students' writing skill.

Graham (2008:2) suggests that there are seven aspect recommended in the effective writing practices. The teacher must consider their practices belong to the aspects that make the effective teaching writing. As follow:

1. Dedicate time to writing, with writing occurring across the curriculum, and involve students in various forms of writing over time.

   Graham & Perin in Graham (2010) said that teacher who achieve exceptional success in teaching writing recognize the importance of frequent and sustained writing. A good rule is that students should spend at least one hour or more each day in the process of writing- planning, revising, authoring, or publishing text. This includes writing projects that go beyond a single paragraph or day to day projects that may take weeks or even months to complete.

2. Increase students' knowledge about writing

To become an effective writer, students need to acquire knowledge about the characteristics of good writing as well as the different purposes and forms of writing. One way to acquire knowledge about writing is through reading. Reading well-crafted literature provides a model that illustrates the characteristics of good writing. This includes how authors use words to evoke specific images and feelings, manipulate sentences to speed or slow down the flow of the text, organize ideas, and set and change the mood of the text, or use illustrations to reinforce and sharpen a reader's understanding.

While students clearly acquire some knowledge about writing through reading, how much they learn is unknown. Teachers can enhance this process by engaging in a discussion of what an author is trying to achieve, and then asking them to apply the same procedures to their own writing. For instance, after reading a story, direct students' attention to how the author used words to evoke a specific feeling. Then ask students to try to use words to evoke a similar feeling in their own writing.

An approach for facilitating students' acquisition and use of discourse writing knowledge is to provide them with models of specific types of writing. For example, when introducing students to mystery writing, a good starting point is

to examine several mysteries to identify common features, such as placing the story in a particular place and time or the use of cues and false leads. Students can then be asked to generate a mystery of their own, using the model to guide their efforts.

3. Foster students' interest, enjoyment, and motivation to write.

A writing activity is likely to be more fun when students work together. This is most effective when the process of working together is structured so each person knows what they are expected to do. Especially productive collaborations occur when students help each other as they plan, draft, revise, edit, and/or publish their work. To illustrate, one student might read a completed composition to a peer, who then tells the writer several things he liked about it. Next, the reader reads the paper to identify places that are unclear or where additional information is needed. The reader shares this information with the writer by asking, "What did you mean here?" and "Can you tell me more about this?" the writer uses these exchanges to make decisions about how to revise the paper.

The students are also likely to be more motivated to write if the teachers are enthusiastic about writing. Show the students that the teacher is a writer by sharing your own writing with them. Celebrate student success by displaying and praising

their very best work. Also look for ways to connect writing to their lives outside of school.

4. Help students become strategic writers.

One thing exceptional writing teachers do is set up a predictable writing routine where students are expected to plan, draft, revise, edit, and share what they write. In essence, they treat writing as a process and expect students to engage in the same processes as skilled writers.

5. Teach basic writing skills to mastery.

There are many skills that developing writers need to learn to the point where they can be executed with little effort or though. This includes handwriting (or typing), spelling, punctuation, and capitalization skills. While sentence constructions skill always require conscious attention and effort, developing writers need to become efficient and flexible in constructing the written vessels that contain their ideas.

Exceptional teachers recognize the importance of helping young developing writers master basic transcription and sentence construction skills, as they explicitly and directly teach them. Their basic approach for teaching such skills is to explain, model, and provide guided practice.

6. Take advantage of technological writing tools

A variety of more familiar technological devices, many of them electronic, can be used to support developing writers in general and struggling writers in particular. These tools make the process of writing easier and often provide very specific types of support. The most common of these tools is word processing, which provides at least three advantages: (1) revisions can be made easily, (2) the resulting paper can be presented in a variety of professional-looking formats, and (3) typing provides an easier means of producing text for many students with fine motor difficulties (of course, students need to be taught to type to realize the benefit of this potential advantage).

7. Use assessment to gauge students' progress and needs

Assessment is an integral part of writing instruction. It allows teachers to determine if their writing program is working, whether it needs to be adjusted, and if some students need extra help. Although there is no consensus on how writing is best assessed, teachers often focus their attention on these features of students' writing:

- Are ideas in text clearly presented and fully developed?

- Is the text easy to follow and logically organized?

- Are words used effectively and precisely?

- Are there spelling, usage, and grammar errors?

4. Teaching writing strategies

According to New South Wales Department of Education and Training (1999:28) there are three strategies that teacher can applied for effective writing programs to support student writing.

a. Modeled writing

This means both models and modeling. Modeled writing refers on the one hand to the selection of models to show students how writing works. It also refers to the teacher's practice of modeling or demonstrating writing to students. The best source of models for writing is the real world, that is, the texts that students read.

Modeled writing in teaching narrative writing usually offer the teachers to provide students with examples of the type of the narrative text they will be composing, explanations of how these texts work and structured demonstrations of what efficient writers know and do such as the purpose or the how the story organized. Modeled writing helps students gain the knowledge about language, vocabulary and text structures required to write for a range of purpose. Modeled writing should also include explicit teaching about the process involved in composing texts.

When examining models of writing, teachers can pose such questions as:

- What is the writer's purpose in this narrative text?

- For whom might this text have been written?

- In what tense is it written?

- What would be the effect if we changed the tense, e.g. from past to present?

b. Guided writing

In guided writing, students are required to draw on the knowledge, skills and understanding developed during modeled writing session, with varying degrees of support from the teacher. Guided writing activities sometimes involve students working as a group or pairs to support each other, with the teacher as a guide.

There are various ways to conduct guided writing sessions. Guided writing sessions can involve the whole class, small group or individuals. Guided writing sessions are also a useful strategy for providing support for students with specific needs.

A common guided writing activity involves students and the teacher jointly composing a text. The teacher might record, in random order, ideas on the topic as suggested by the students. As always, it is important that this strategy should follow purposeful, extended research

In teaching narrative context, the teacher uses the activity by asking the students to start organizing these ideas, perhaps drawing their attention to one of the model texts examined

previously. Having thought about the content of the text and how it might be organized, the students and the teacher collaborate in composing a text, with the teacher scribing the developing text on the board.

Students could write in pairs the opening section of a text. The teacher could then ask them to share with the class and discuss which ones they felt were effective and why.

Teacher might select one of these openings and then continue to scribe the rest of the text, eliciting ideas from the students and discussing how the class could go about shaping those ideas into a text. In this way, students have an opportunity not only to participate in a collaboratively written text, but also to observe how a mature writer makes decisions about the structure of a text and the language choices available. This is modeling, which is still appropriate during guided writing.

Teachers could discuss the developing text with students, asking such questions as:

- What is our purpose in this narrative text?
- How are we going to begin the text?
- How are we going to end the text?
- What is the character that appropriate with our story?
- How are we going to start the conflict of the story?

Refer to model texts for example of all these considerations.

While guiding students in composing the whole text, teachers should provide guidance about particular language features and choices, posing such questions as:

- Can you think of a more effective verb?

- Do we need to define this technical term?

- What tense should we be using?

- This sentence is a bit clumsy. How can we make it more concise?

- This is how we would say it, but how would we write it?

- Should we combine these two sentences? Should we split this sentence?

- What sort of punctuation do we need here?

- How can we work out the spelling of this word?

During guided writing, the teacher not only discusses text structure, language features, and choices, but also demonstrates the processes involved in writing, posing such question as:

- Let's look at the outline we made earlier. Is it still working okay?

- Should we revise, move or delete this section of the text?

- Have we finished or are we just blocked?

Throughout the above activities, students and teachers will be developing a common language for talking about language. This

language can be drawn upon when conferencing with peers, resulting in more detailed and informed feedback.

c. Independent writing

Independent writing involves students composing their own texts without help. Independent writing provides students with the opportunity to demonstrate their skills in composing a variety of texts.

When writing independently, students should be encouraged to:

- Define their purpose in making story

- Identify their audience in their story

- Think about how to organize ideas effectively by using technique

- Think about how to compose their own story

- Write drafts

- Share drafts with peers and the teacher

- Rework drafts in the light of comments about text organization, spelling, punctuation and layout

- Prepare and edit a final draft

- Publish and present their work for further feedback.

During the editing phase of independent writing, a greater emphasis will be placed on aspects of writing such as spelling, punctuation, handwriting, word processing and layout.

In 1999, New South Wales Department of Education and Training mention that the strategies above can help teacher in writing. In addition, New South Wales Department of Education and Training (2007:27) add three other strategies that engage all students in writing. The strategies as below:

a. Think aloud writing

Think aloud is exactly what it means –the process of saying aloud what the writer is thinking while completing a writing task as self-narration. By modeling for students the types of behaviors good writers are engaged in as they write, teachers are providing students with the opportunity to become aware of the many strategies writers use to generate and organize ideas. As appropriate, the teacher can encourage students to chime in and help 'think' through the writing task. The purpose of this strategy is to explicitly demonstrate the choices and decisions that writers make as they plan, analyze and edit their own writing.

It is strategy can be used to demonstrate a comprehensive range of skills, knowledge and understandings about writing. For example, it can be a useful strategy when teaching elements of:

- Text structure, grammar and punctuation

- Spelling

- Handwriting

- The process of writing; for example, editing, proofreading

For example, in teaching narrative writing, the teacher used the think aloud strategy when the teacher displays the model of narrative text. Then the students are given some questions such as what is the language features in this story? Who is the main character in this story? How is his character? How do you know if his character is humorous?

b. Writing conference

A writing conference is a discussion between a teacher and a student or between one student and another about a student's writing. It may be a highly structured process in which the student and the teacher keep a written record over time, or it may be an informal process applied incidentally as required. The writing conference may occur before, during or after writing.

In narrative writing class, the teacher can use writing conference in some activity such as giving prompts for peer conferencing. It is important to provide students with suggestions for comments they could use when conferencing.

Table 2.1 Useful feedback: Narratives

Useful feedback: Narratives	
Strengths	**Needs**
• It's funny	• More humor
• It's scary	• More suspense
• It's exciting, etc.	• A better beginning

• Great beginning • Great ending • Accurate spelling • Easy to read • Punctuation clear • I like the part when… • Interesting title • Some interesting adjectives, e.g. hairy, enormous, freaky • Interesting complication • Good resolution • Clear sequence of events	• A better ending • More accurate spelling • Full stops and capital letters • Paragraphs • More interesting title • More descriptive language • A better complication • Better sequencing of events

Teacher and students involved in a writing conference should focus on the purpose and the intended audience of the text as well as the structure and language features. Later the text should be proofread for such details as spelling and punctuation. Writing conferences allow teacher to:

- Monitor and assess student progress

- Evaluate and plan effective teaching and learning activities

- Establish a supportive framework for problem solving by the students and their peers

- Provide explicit teaching suited to the individual learning needs of each students

- Cater for and support the range of abilities within a classroom

- Share information

- Provide positive feedback for student success

- Give students the tools and the language to reflect on their own and other students' writing.

c. Cooperative learning

Class members are organized into small groups after receiving instruction from the teacher. They then may work through the assignment until all group members successfully understand and can complete the task. Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts and have a shared common purpose.

In cooperative learning situations there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals. No one group member will possess all of information, skills, or resources necessary to complete the task.

Cooperative learning has been found to improve academic performance, lead to greater motivation towards learning, increase the time on task, improve self-esteem and lead to more positive social behaviors. Cooperative learning is particularly effective in classrooms that include a range of abilities and achievement levels as well as in those with culturally and linguistically diverse populations.

Cooperative learning fosters the development of higher level reasoning and problem-solving skills and occurs when

students work together in small groups to accomplish shared goals. It is not just placing students in a group and telling them to work together, or having the student who finishes first help the slower students to finish. Particular attention needs to be given to the structure of the group and the requirements of the task. Students should have the opportunity to work in a variety of groups.

Cooperation strategy usually is used in teaching narrative writing. At some moments, the teacher divides the class into small groups and every group get the tasks in making story. So the students do brainstorming and categorizing to plan the first draft cooperatively.

B. Narrative Writing

Kiszner and Mandel (2009:60) said "narration is writing that tells a story." In addition, Barwick (1998:4) define that a narrative relates a realistic, imagined or fictitious story. It is written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs. Spoken or written literary texts describe or explore human experiences. The reader or listener responds in a reflective, imaginative or emotional manner.

1. Types of Narrative

Narratives can be divided into traditional fiction including folktales, fairy tales, parables, fables, moral tales, myths and legends;

and modern fiction which includes modern fantasy and contemporary y realistic fiction.

The content of narratives therefore covers many areas, e.g. horror stories, mysteries, romance, science fiction, historical narratives, choose your own adventure and cartoons. Narratives can be found in picture story books, simple short stories and longer stories with complicated plots.

A narrator who determines the point of view usually tells the story. The narrator may be omniscient (all seeing) and outside the story or one of the characters involved in the action. A part of the story or the entire story may be related by the narrator or told by the characters through the dialogue.

Example of simple fable:

The Good Germs and the Bad Germs

Once upon a time in a sick man's body there lived an army of good germs and an army of bad germs. One day the bad germs caught the good germs and the good germs begged the bad germs to let them go. The bad germs decided to give the good germs a second chance and let them go. Then one day the sick man drank some purple medicine called Dimetapp. The bad germs got flooded and just at that moment the good germs thought of a spectacular idea. The good germs made a taste bud wall so the bad germs could climb out of the medicine. Moral – One good turn deserves another.

2. Structure of narrative texts

There are four stages in a narrative (and an optional fifth stage). Frequently the four steps will be repeated, increasing the suspense of the story. Able writers creating developed narratives may play with the structure, creating far greater variety in format.

a. Orientation

The orientation may be brief or continue for several pages, allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally the main character and possibly some minor characters are introduced with some minor characters are introduced with some details about their personalities, attitudes and appearance. The details chosen (e.g. the relationship of the characters, where they live, the time they live in and what they're aiming to achieve) may be important for the later development of the story. The orientation forms he background for complication.

b. Complication

A problem or series of problems interrupt or complicate he lives of the characters. These problems help to build up the suspense and have to be resolved one at a time. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement.

c. Series of events

In this part of the story a sequence of expected and unexpected actions affect the setting, atmosphere, characters or time.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation that the story is based on. The main character has to act to resolve the situation in a believable way to stop a disaster occurring. There may be a temporary resolution resolving some of the problems and at a later stage a final resolution.

e. Reorientation/coda

The usual pattern of life returns but changes have taken place or knowledge has been gained from the experiences. This may be written in the form of moral or coda, e.g. in a fable.

3. **Language features of narrative texts**

- The characters, whether human or animal, have an identifying appearance, mannerism or personality,

- The verbs are generally action verbs telling the reader what was said, felt or thought,

- Narratives are generally written in the past tense,

- Dialogue is frequently included with a tense change to the present or past,

- Sentences are joined using conjunctions that have to do with time,

- Word pictures or images are created using effective descriptive language,

- The narrative is written in first person or third person.

4. **Strategies in Composing Narrative Writing**

According to L. Spencer, in, A Step-by-Step Guide to Narrative Writing, Rosen, 2005, in writing a narrative stated that students has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five WH and H (who, what, where, when, why, and how) and basic story structure, any subject can be made exciting. According to explanation about narrative, we can conclude that the characteristics of narrative are as follow: 1) it is a story or it is usually human experience; 2) it has a conflict and problem solving, 3) systematic. As Keraf (2000: 136) states that the characteristics of narrative are: 1) concern to actions, 2) Set in the time sequences, 3) Try to answer the question, what happened? 4) It has conflicts.

Then, to prepare the narrative writing, there are several steps that can be used to set the writing process, they are:

a. Choosing the title.

The first step to prepare narrative writing is by choosing title. Choosing the title before do the writing makes easier to

students specify their idea to write. The criteria good title is the writers use creative title based on topic but must somehow be linked to the story. So, when the readers read the title first, they will interest to read the content of the story.

b. Setting of the narrative purpose.

Next step preparing narrative writing is setting up the purpose of the narrative. It is easier to write or compose sentence when we know the purpose of our writing. The writer selects what purpose of the story. They decide to write for some purpose, like to entertain, to gain and hold s reader interest. However, their purposes is to teach, to inform or to change attitudes/social or opinion.

c. Setting the main characters of the narrative and how they develop.

Narrative is a story telling, so it is be better to develop the characters of the story. A story cannot stand alone without characters. Criteria create good characters are:

- Give fictional characters meaningful names or use real people's nicknames that relate to their personalities.
- Tell the reader directly what a character's personality.
- Describe a character's appearance and manner.
- Portray a character's thoughts and motivations.
- Use dialogue to allow a character's words to reveal something important about his or her nature.

- Use a character's actions to reveal his or her personality.

- Show other's reactions to the character or person are portraying.

d. Setting the main background of the narrative story.

      The most important part of story is setting of the background, because it will make the writing easier whether on defining the goal or purpose, characters, the story and the massage of the story. Setting the background of narrative story can be create by insertion of information about the setting of story, characters' back stories, prior plot events or historical event.

e. Setting or planning the events that lead up to the problem or challenge (the compilation)

      The most interesting part of narrative is conflicts that appear on different paragraphs of the story. Many people attract to a story because of the conflicts. The interesting conflict such as build the characters as much as possible and lock the conflict early in the story. Each scene should also advance the plot and increase the conflict. The other is the conflict may physical, mental, spiritual, emotional, or a combination of these.

f. Setting or planning the events that lead up to the problem/challenge being solved (the resolution)

Every problem is needed problem solving. In a story, every conflict is needed a resolution. The story will be more interesting if every conflict has its resolution. In interesting story, the resolution must talk about what happens to end the story. This is how or why the problem is solved. The writer need to explain what happened and how people felt.

g. Setting the ending (the conclusion)

A story is not complete without conclusion or ending. Conclusion is the last part in story in which readers is told about the end of the story. The end of the story must consist of:

- End with a universal word.

- End with finally, eventually …,

- End with a quotation from one of the characters.

- End with the main characters feeling about the event.

- End with a prediction or advice.

- End with a summary statement.

C. Previous Study

Previous studies are results of research that has been conducted by other researchers before. In this part, the researcher shows some related researches which also talk about teaching strategies are applied by the lecture in narrative writing. Those studies are explained as follows.

The first study is a research conducted by Nasution (2011) was conducted to investigate the teachers' strategies in overcoming their

students' difficulties in writing descriptive text and to find out what the teachers' reasons of using the strategies. The respondents of this research were three English teachers at SMPN 1 Kramatmulya Kuningan. The approach of the research was qualitative approach. By the investigating the teaching learning in classroom, he found some strategies that are applied by the teachers in teaching descriptive text. Those strategies were modeled writing, visual scaffolding, guided writing, independent writing, cooperative learning, writing conference, material scaffolding, content scaffolding, number head together, and making diary.

Moreover, the three teachers have their own reasons in using those strategies. The reasons of using the strategies are to develop the students' background knowledge in preparation for writing, to lead to greater motivation towards learning, to facilitate the understanding and integration of new information, to provide opportunities for reviewing of knowledge, practice and discuss of topic, to overcome the students' difficulties in generating ideas in writing, and to help the students why they are doing work and why it is important, and to make writing as a habit for students.

The next study comes from Maasum (2005). It has attempted to investigate the effects of cooperative learning in enhancing the writing performance of form one students in an urban school. The research instrument used is the pre-test and post-test of narrative essays. The data were analyzed using analytical scoring on descriptive and inferential statistics. In their research, the finding indicated that the students perform

better in the post-test compared to the pre-test after the inclusion of cooperative learning in writing classes. The findings lend credence to the positive effects of cooperative learning in enhancing writing performance.

By looking backward to preceding finding, this present study is different from those in two cases: the aspect of being search and the subject of the research. One of the previous studies investigated teachers' strategies in descriptive writing and the teachers' reason select the strategies and the subject are Junior High School teachers. In this present research, the researcher tries to investigate the teaching strategies in different text, which is narrative writing, and the University teacher as the subject. In other hand, the researcher also investigate how the students opinion about the teaching strategies.

From the second previous study, this present research has difference in research design, it used descriptive qualitative. So if the second previous study tries to investigate the effectiveness of one kind of teaching strategies which is cooperative learning, but in this present research tries to investigate by describing what various teaching strategies that can be applied in narrative writing class.