

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The review of related theory consist of theory about teaching strategy, transition signals and writing narrative text.

#### **1. Teaching Strategy**

##### **a. Definition of teaching strategy**

Strategy is planning a series a activities to achieve certain goals, while the method is the way that teachers use to implement and execute the strategy (Wina S. 2000:61). So, strategy and learning method can never be separated due to be designed in accordance with the objectives to be achieved.

Teaching is also an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown (2000:7) teaching is “showing or helping someone to lern how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Our understanding of how the learner will determine our philosophy of education, teaching style, approch, method, and classroom technique.

Teaching strategies are procedures used by the teacher which serveas a way of teaching a goal. To reach the goal, teacher has the important role in the teaching and learning process because most of the output of students was determined by the teachers (Jarolimek and Faster, 1989). A competence teacher will be able to creat an effective learning environment and will be able to

manage the process of teaching and learning so that students can achieve an optimal result. To be able to manage the process of teaching, the teachers must have the strategies to do that.

Based on the explanation above can be device two main points: first, teaching strategy is a plan of actions (series of events), including the use of methods and utilization of various resources/ strengths in teaching. Second, the strategy designed to achieve a certain goals, so the direction of all decisions in the achievement of strategy thus prepare the teach steps, the use of various facilities and learning resources are all directed in an effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured by its success, because the main goal is the basic implement of a strategy.

#### **b. Approach, Methods and Technique**

The three terms above always becomes the main part in teaching and learning. They become the basic to create the conducive situation in teaching-learning process. So in this part, it is needed to explain about them.

The terms approach, method and technique are often overlapped in teaching. People tend to use the term method for all of the three. Some people think and they refer to the same aspect. According to Anthony three have hierarchical arrangement, method is the plan of language teaching and technique carry out of method. In other hands, the arrangement of the three is that approach is axiomatic, method is procedural and technique is implementation. An approach describe how language is used and how its contributed part interlock-it offers a model of language competence. The term approach refers to

an idea about the process that has general attribute. Therefore, technique and method that is used will depend on certain approach.

Method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, role of teacher and learner. The kinds of material which will be helpful and some models of syllabus organization. Method includes various procedure and technique as part of their standard fare. Method selected related to the efforts of teacher in presenting subject matter that appropriate with situation and condition, therefore the achievement of teaching objective can be optimal.

The last term which is often overlapped in teaching is technique. Technique is clarifying of learning method. It is explained as the way which is done by a certain people in implementing method. Then, technique is the way and means adopted by the teacher to directs the learner's activities toward and objective. The effective teacher has has multitude of technique and must be prepared to select the ones which will be most effecient. There are some kinds of technique in teaching such as: lecture discussion, demonstration, direct experience, field trips and so on.

## **2. Transition Signals Teaching strategy**

Transition signals strategy is action taken by the teacher to teach or parctice target on transition signals (Sanaoui, 1995:210). According to Nation (1990:66) there are three of transition signals teaching strategy:

a) Group Discussion

Group discussion are an effective teaching transition signals in classroom. Students in the second or foreign language classroom should have ample opportunity to participant in group discussio, doing bastorming, and in many other used transition signals in writing.

In group discussion the student will be expected to actively participate in the activities in writing. They will discuss to make a text about narrative text and that used transition signals in text them. In small group discussions are expected some transition signals strategies they have teach can be implemented. Small group discussion activities can be writing and discussion other friends.

b) Role play

Role play is an excellent way in which simulation, in the classroom, and in the make dialogue with good transition signals. In the role play students can improve transition signals more better. However role play can be a very difficult if using transition signals in role play, so the teacher must to know meaning of transition signals if the use in role play.

c) Writing

Writing is an interactive in teaching transition signals, because automatically the students using transition signals in writing. Writing is easy strategy in teaching transition signals to students.

d) Look up dictionary

It was done by the teacher to help the students become independent teach. This activity could be done by the students not only at school but also at home when they found the difficult transition signals.

e) Translation

Translation is a quick and easy to present the meaning of transition signals but it is not without problem. in the first place it is not always easy to translate transition signals. And in the second place it may make it a bit too easy from students by discoring them from interacting with the transition signals. And the second after the fine of meaning transition signals students make a sentences with add transition signals.

### **3. Definition of Transition Signals**

#### **a. Transition Signals**

(Schramper, 1999: 348) Transition signals is to connect words or phrases that have same grammatical function in a structure, this use of transition signals is call “parallel structure” Trantsition signals is very importan to understanding all people, because if make a writing story, pargraph or sentence the wrong transition signal so readers will confuces to understanding. So transition signals is very important if we writing paragraph, sentence or story. They strengthen the internal cohesion of your writing. Using transitions signals makes it easier for the reader to follow your ideas. Transition signals help carry over a thought from one sentence to another, from one paragraph to another, or from one idea to another.

Transition signal is the relation of a with of idea with the other (McCarthy. 1991:46). By using transition signals, we see the way of grammatical contribution to textuality is systematically connected to what has gone before.

According to Halliday and Hassan 1978 Transition signals is achieved to have grammatical cohesion in texts show the relationship between sentences. They are different from other cohesive, ties that they reach the meaning by using other features in the discourse. Halliday and Hassan describe it as follow:

In describing transition signals as a cohesive device, we are focusing attention not on semantic relation as such, as realized throughout the grammar of the language, but on one particular aspect of them, namely the function they have of relating to each other linguistic elements that occur in succession but are not related by other, structural means. (Halliday and Hassan,1978:227)

Based on Guy Cook (1989:21) transition signals is located within the total framework of text forming relation. Generally is achieved by use of transition signals item. Transition signals act as semantic cohesive devices within text in four categories based on Halliday and Hassan as follow:

a. Additive relation

Additive relation is the word may simple add more information to what has already been said or elaborate or exemplify it. The kinds of words is: *and* , *addition*, *moreover*, *furthermore*, *or*, *similarity*, *for example*, *in particular*.

e.g : *And* in all this time be met no one.

Food such as vegetable, fruit *and* fish are good for health and doing sport regularly is also good for health

Here, word *and* indicate that new information from the sentence.

b. Adversative

Adversative is one part of transition signals. The word may contrast new information with old information, or put another side to the argument. The basic meaning of the relation is contrary to expectation or the things that expected from the previous sentences are different from the end of the whole text. The kinds of words is: *but, however, neverthles, yet, on the other hand, in fact, conversely, while, although.*

e.g :

- I lived here ten years *but* I have never heard on that pub.
- This type of electrical machine is oldest. *However*, it is the most powerful one.

The two sentences above are contrary statement, and it could be signaled by using word *but*.

c. Casual

Casual relation is the word may relate new information to what has already been given in terms of cause and effect. The kinds of words is: *because, so, therefore, as the result, for this reason, consequently.*

e.g :

- He come late this morning, *so* he got punishment.
- Romeo told Juliet that her spaghetti sauce was terrible, *as a result* Romeo now cooks for himself.
- Many car accidents happened *because* the driivers were drunk while driving

d. Temporal

Temporal relation is the relation between two sentences which is in external terms as context and simply sequence in time. The kinds of words is: *then, before, after, that, finally, on other occasion, as soon as, until, when,*

e.g :

- *Then*, as duck fell, he sat down for rest.
- My sister hasn't been to Jakarta *before*, I decide to accompany her going there.



### b. The Problem in Learning Transition Signals

It is not easy to understanding use transition signals until someone faces the problem in learning it. Stanley J. Cook and Richard W. Suter 1980 give two kinds of transition signals problem. the first is the lack of knowledge about transition signals util students write a fragment. As they said that when a person does not fully understand the essential fact about transition signals, he or she can easily fall into the habit of writing sentence fragment. Sentence fragments occur whenever someone uses transition signals as if it were a complete sentence. For example, "Because I needed more money." Here the writer used not a complete transition signals. Fragment like this can be remedied by attacking the transition signals, so that a truly complete sentence results, such as "Because I needed more money, and I took a second job." A second problem involving transition signals the matter of choosing between cause and combination *Because* and *And*. For Example as follows:

- Teacher to explain the task *until* for a moment.
- I don't like people but lose their temper easily.

These sentence are finitely wrong. The first sentence is clearly wrong because the transition signals is added *until* but should added is *Only*. So the true sentence is "teacher to explain the task *only* for a moment." The second sentences is definitely wrong because the student don't know add in the sentences. The true sentences is "I don't like people *Because* their temper easily.

Based on the explanation above, there some problem in learning transition signals. The first is the meaning and the usage of transition signals in the sentence. The second cause is the lack of knowledge in transition signals. In addition, to avoid to mistake, it is needed the comprehension about the usage of transition signals clearly.

#### **4. Definition of Writing**

##### **a. Writing**

People consider that writing skill is the most difficult skill to develop. In the process of studying and is more complex than other skills. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. Many forms of Enquiry have been summoned to clarify both how writing best works and how it should be better thought. Its complex structure seems to consonantly need adequate description and explanation. "Writing in its broad sense-as distinct from simply putting words on paper-has three steps: thinking about it, doing it, and doing it again (and again and again, as often a time will allow and patience will endure)" Kane (2000: 17). Besides, writing is a letter or characters that serve as a visible sign of ideas, words, or symbol." It can be concluded that writing is broad sense in applying on to a piece of paper to convey ideas, opinion, and feeling in form of words or symbols.

Generally, writing is a way in sending messages from the writer to the reader. Similar to McDonald Cristina said on his book "*teaching writing*" that

writing is pretentious and wordy, but a message comes through. Writing also is a way the writer thinks or a way of thinking which is shared to the reader. Like Fred D. White (1986) also said that writing is more than public communication, it is a way of thinking.

Trisha Pheleps-Gunn and Diana Pheleps (1982) said that writing is a useful, effective, enjoyable and above all necessary component of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in composition of a resume or business letter.

From the opinion above, Writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skill and it also means communication.

### **b. Process of Writing**

In writing a text the writer has to know the steps and the process of writing besides, the component of it. As everyone knows in writing the writer has to know, understand, and think critically in how what is supposed to convey. The process of writing which states by Kane (2000: 17) as follows:

The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising." It can be concluded that the process of writing includes choosing, exploring,

organization, styling, drafting, and revising. The figure of writing process can be seen in the following figure states by Capella copyright (2013- 3):

**c. The purpose of Writing**

Every activity has a purpose, so do writing also has a purpose. According to Martha Heasley Cox (1962) on her book that is “*Writing From Process Purpose*”, she said that the purpose of writing are :

a. *To inform* : yo may have more that one purpose in any assignmnt.

You may wish primarily to inform, that is, to convey information.

b. *To to amuse* : when you purpose in writing is to amuse or entertain, be funny if you can, but examine carrefully the humor you plan to use.

c. *To satirize* : satirize is often a from of humor, but it is always humor with a serious purpose, to effect reform.

d. *To persuade* : if you purpose in writing is to persuade you desire to influence your readers thoughts or action.

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to Fred D. White (1986) Writing mean learnin. Because of the writing has several other purpose for students in writing or it also can be called several other functions of writing for students.

They are :

a. Writing can improve a students academic performance.

b. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.

c. Writing enhances personal and community relationships.

**d. The Characteristic of Good Writing**

A good writing is a product of careful thinking. There are several characteristics of a good writing. According to Fred D. White (1986) there are four characteristics of a good writing. They are :

a. The appeal writing to a target audience. It means that a writer should know that his or her writing is wanted to read by many readers and if appropriate with the readers' desire.

b. A coherent structure. It means that writing has an organizational scheme or outline.

c. A smooth, detailed development. It means that a writer should build his idea in detail.

d. An appropriate, well-articulated style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction.

According to Pardiyono, M.Pd (2007) on his book "*Teaching Genre-Based Writing*" said that to produce effective written text, a writer should :

a. Have the knowledge of content and the nature of text. It includes the purpose of writing, of genre of writing, rhetorical structure, grammar and textual devices (cohesion and coherence).

Cohesion: related to the use of appropriate grammatical patterns, elliptical construction, preposition, conjunctions to related among the clauses within paragraphs and references. Coherent: related to the topic flow or flow of thoughts thought the use of transition signals to establish interrelation among the sentences and paragraphs.

- b. Have the knowledge of basic sentences patterns.
- c. Have the knowledge about textual devices. It includes :

*Linguistic realization*, it means the sentences is grammatically correct and realized by cohesive devices.

*Topic Flow*. It means the sentences is realized by coherent devices.

- d. Identify the role written text. In the side of writer, written text has function. In the other hand, in the side of written, written text has meaning. From the two roles can be concludes into three roles of function or meaning. There are : ideational meaning, interpersonal meaning, and textual meaning.

## **5. Definition of Narrative Text**

### **a. Narrative text**

Narrative text is a text which contains about story fiction or non-fiction. The purpose of which is to entertain, create, stimulate, emotion, motivate and teach reader. Narrative text is text which have kinds story (folktale, fable, legend, short story, etc). There are several kinds of text like narrative, recount exposition, description, news item, explanation and argumentation. Narrative

text is one of many kinds of text is learned in second year students of Junior High School level. Basically, telling something means making someone else enjoy, imagine the thing that we tell. The main goal of telling story is to entertain, to get and pay attention the readers.

According to Anderson (1997: 18) narrative is a piece of text which tell a story and in doing so, entertains or informs the readers or listeners. Moreover, L. Spencer (2005) states that narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which students has to complete studying in high school. Narrative is a text which retells the story or previous experiences where complication dominantly places participants into conflicts. He also stated that in writing a narrative, an author 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 Ws and H (who, what, where, when, why, and how) and basic story structure, any subject, can be made exciting.

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 deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definitions above, the researcher concludes that a narrative text is a text which tells a story about something interesting that can amuse or entertain as well as give a certain moral lesson to the readers or listeners.

### **b. Generic structure of the text**

The students should master the generic structure of narrative text before they write a narrative text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of narrative text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure.

According to Spencer (2005), there are some steps to construct a narrative text into a good organization of a narrative text. The steps for constructing a narrative text are as follows:

a) Orientation

In orientation, the writer introduces the main characters and possibly some minor characters. Besides, the writer also tells the audience or readers about when the story is taking place and where the action is happening.

b) Complication

In complication, it includes the events that influence what will happen in the story. It describes the rising crises or problems which the participants have to do with.

c) Resolution

In resolution, the writer shows the way of participant to solve the crises or problems, better or worse. In addition, a coda can be given in the last



part of the text as an optional step. Coda provides a comment or moral based on what has been learned from the story.

From the statement above, the researcher concludes that narrative text introduces orientation to lead the readers to the context. It is continued by sequence of events which tell the context of the story. Then, it is concluded in resolution as ending of story.

### **c. The Language Feature of Narrative Text**

In this research, the students have to more pay attention when they want to write a narrative text. Learner have to focus on some language features in a narrative text. Related with the generic structure the narrative text stated by Spancer (2005), he also states that narratives usually include the following grammatical features:

- I. Action verbs : Action verbs provide interest to the writing. Foe example, instead of *The old woman was in his way* try *The old woman barred his path*. Intead of *She laughed* try *She cackled*.
- II. Written in the first person (I, We) or the third person (he, she, they).
- III. Usually past tense.
- IV. Connectives, linking words to do with time.
- V. Specifict nouns, Strong nouns have more specific meanings, eg. *Oak* as opposed to *tree* .
- VI. Active nouns: Make nouns actually do something, eg. *It was raining* could become *Rain splashed down* or *There was a large cabinet in the launge* could become *A large cabinet seemed to fill the launge*.

- VII. Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the readers.
- VIII. Use of the senses: Where appropriate, the senses can be used to describe and develop the experience, setting and character.

From the explanation above, it can be concluded that the students must be able to identify the significant language features of narrative text correctly in order that students not only more understand the material of narrative text, but also the students will be able to write the narrative text correctly.