# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some points related to this research. Those include Writing Skill, The Nature of Writing, The Process of Writing, The Narrative Text, The Elements of Narrative Text, Langage Features of Narrative Text, Roundtable Strategy, Teaching using Round Table, The Advantages of Round Table Strategy and Testing the Writing Assessment.

## A. Writing Skill

1. The Nature of Writing

Writing skill plays a pivotal role to improve students' exposure and competency for the purpose of communication and interaction (Javed et. al, 2013:138). Writing is also one of the ways to communicate the writer's thought or ideas to the others. Writing is a tool for indirect communication between the writers with the readers. In expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly.

Every writer has different purposes of writing. Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing

skill the researcher. If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form.

Writing is a rational activity, and that it is a valuable activity (Kane, 2000:4). For the students, writing is a way to demonstrate their understanding and interpretation of concept and theory studies during the learning process. It means that writing is a form of the students' understanding about the lesson that they have learnt. From writing, the teacher can assess their students' knowledge and interpretation about the lesson.

**2. The Process of Writing**

At the end of the writing process, the writer will produce a product of writing. It will be as the form of an essay, a paper or a story. According to Zemach and Rumisek (2003:3) In the writing process, process of writng devided become four steps of writing process four are Pre-writing, Drafting, Reviewing and revising and Rewriting.

a. Pre-writing

There are three crucial activities which have to be done in prewriting. Those are choosing a topic, gathering ideas, and organizing. In additional, to choosing topic, gather ideas, and organize the writing, there are three prewriting techniques that can be applied to the students. Those are follows:

1. Free writing

Free writing simply means getting ideas on paper as fast as you can (Kane, 2000:15). The free-writing is a very important step. In this step, the writers deside the topic. The topic is selected depending on the purposes of the writers itself. In

this step, the writers gather ideas all things that are related to the topic.in this step, we focus to explore our ideas as much as possible.

2. Brainstorming

Brainstorming is defined as generating a group of thoughts or ideas on a particular subject that may be used in a piece of writing (Smith *et. al,* 2001:1). In this step, write down ideas of all kind-good or bad on a piece of paper. So do not evaluate the ideas in this step. We write all our ideas on a paper, we should not worry about wether every ideas will be used or not, or wether the ideas are written in good order or not.

3. Clustering

Clustering technique is also known as diagramming or mappinng techcnique that can be used to generate material for a paper. It can help students to represent ideas or thinking in a visual way. It ussualy use lines, boxes, arrows and cyrcle to show relationship among the idea and detail that accur, it make the step of writng process easily. Firsly, Stating the subject in the few words in the center sheet of paper, put the ideas into boxes or cycle around the subject and draw lines to connect them. Secondly, put minor idea in the smaller cycle or boxes and use connecting lines. Every word can be developing until specific term.

b. Drafting

In the drafting step, writers put their ideas into sentences. Then they build their sentences into paragraphs (Smith *et.al*, 2001:2). The writres begin to write. The outline will be guided for the writers to write in in the writing process. The

writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.

c. Reviewing and revising

The third is reviewing and revising. The writers reviewing structure and content. In this step, the writers should check their writing. When writers revice their stucture and content of text. They will make some changes, they often add a whole paragraph or more, take out one or more paragraph, and so on.

d. Rewriting

The last is Rewriting. In this step the writers do revise structure and content. The writers should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process. In this step the students need edit the mistakes in a spelling, grammar and vocabulary, thus the students should always edit their writing after they revise it.

**B. The Narrative Text**

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Schweiker (2002:2) Narrative writing relates a series of events of an actual occurrence or a proposed occurrence at a particular time and in a particular place. It requires writers to closely observe, explore and reflect upon a wide range of experiences. Bleiman and Webster (2009:50) Describe types of narrative text

there are adventure, mystery, detective , fantasy, war, romance, family saga, thriller, novel of ideas, science fiction, gothic horror, coming-of-age.

**1. The Elements of Narrative Text**

According to Milhorn (2006:4-7) The elements of narrative text devided into 6 there Plot, story, Structure : setting, Characters, point of view, prose, and theme and subject.

a. Plot

Plot is squence of events in story as the author chooses to arrange them. It is a chain of events, each of event the result of some prior events and the cause of some subsequent events. Its purpose is to get readers invelop by creating tention so they feel a need to know what happens next. The hiro and the villain each keep thwarting the other, forcing each to improve under pressure. This contunues until finally gains the upper hand.

b. story

Story is the squence of events in a work of fiction in the order they actually occur. Story and plot may differ because writers use defises like flashback, recollections, imtrospections, and flash forward so that the plot does not always produced in a chronological order.

c. Structure

Structure is the way the plot is arranged in both a logical and a dramatic manner to create maximum suspense. In all case it consist of a title, a beginning, a middle and an end.

d. Setting

Setting is the background on which the writers build the plot and characters. It involved the entire enviroment: time, place, experience and mood. Setting can revealed through narration and dialogue and illustrated by the characters' actions, thoughts, and speech paterns.

e. Voice and Characters

Characters are usually human, but can be anilals, aliens, robots or anything you want to them. Characters have names, physical appearances and personalities. They often wear certains kinds of clothes, speak using slang or jargon, and sometimes have accents. They communicates with each other verbally and non verbally.

Characters are classified as either major and minor, depending on the magnitudes of their roles in the story. Some characters may be either major and minor, also depending on their roles in the story.

f. Point of view

Point of view is the perspective from which the reader allowed to view the action and the characters. The point of view most often used in genre fiction first person and third person.

g. Prose

The selection of vocabulary, including the use of figurative language, contributes to the overall effect of the story and ultimately to achieving its purpose.

h.  Theme and Subject.

According to Carver (2003:196) The theme is the container for your story. Theme will attempt to hold all the elements of your story in place.

**2. Schematic Structures of Narrative Text**

According to Cavanagh (1998:8) The generic structures of narrative text are Orientation, Complication, Resolution and Coda.

a.  Orientation

Orientation (or introduction) in which at least one major participant is introduced; the story theme may also be presented here, along with information such as the time and place in which the story takes place (Nicolle, 2015:4). The purpose of orientation is to inform the the reader about the who, what, where or when of the story.

b.  Complication

The complication is the backbone of the narrative. It is the stage of the story which provides the plot device on which the action turns.

c.  Resolution

Resolution is the stage of narrative in which the problems of of the complication are resolved.

d.  Coda

According to Nicolle (2015:4) Conclusion (or coda) which brings the story to a close, for example by presenting the narrator's perspective on the story or summarizing the outcome of the story.

**3. Language Features of Narrative Text**

According to Cavanagh (1998:8) Langage features of Narrative Text are:

a. Ussually soecific participants

b. Time words used to connect events

c. Action words predominate in complication and resolution

d. Noun groups important in describing characters and setting

The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjucntion is also really importance to describe the characters and settings of the story.

From the explanation above narrative text has certain langage features which is adapted from a story. It shows how the whole story is, also it become a special characteristic of narrative text among other text.

**4. The Purpose of Narrative Text**

People write narrative text might be basically for pleasure, to gain and hold the reader' interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience. Cavanagh (1998:8) state that the purpose of narrative text are to entertaint, create, stimulate emotions, motivate, guide or teach trough story.

From the explanation above, its means that the social fuction of narrative text is to emuse the reader or listener, other than providing intertainment, can be to make the audience thinks about an issue, teach a them lesson, or excite their emotions.

**C. Round Table Strategy**

There are some strategies in teaching writing. Teaching writing strategy is planned that used by the teacher to teach writing to the students. The purpose of using strategy is to find an easy and interesting way of teaching writing. The strategy can also make the learning process more effective.

Round Table is an information-sharing strategy that is used to generate multiple answers to a question posed by the teacher. Students respond in writing to a question that requires factual answers rather than conceptual or controversial responses. In squential Round Table, one piece of paper is circulated and students add information that question as it comes to them.

**1. Teaching using Round Table**

There are steps of Round Table Strategy according to Kagan and Kagan (1998:7) in teams, students take turns generating written responses, solving problems, or making a contribution to the team project.

a. The teacher asks a question which has multiple answers, each student writes a response or a portion of a response.

b. After writing their response, they pass the paper to the next person.

c. Round Table can be down with one piece of paper per group or with one piece of paper per group member.

d. One group member may be asked to share with the whole class what their group has written.

Every student in their group has different answer about the topic though the topic is same. It makes many variations answers about one topic. The answers can

be used as a guide for the students in their writing. So, it makes the student being able to write easily.

## 2. The Advantages of Round Table Strategy

Round Table Strategy is a useful way to use in writing. Because of the Round Table, the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improving their skill in the language. Round Table Strategy is also an active learning strategy. It means that the students' role is bigger than the teacher in the classroom. It is good for the students to be active in the classroom, because in the language class the students must be active to follow the lesson. They are not just waiting the teacher's explanation or just becoming a good listener. `

## 3. Testing the Writing Assessment

Test is test be constructed primary as devices to reinforce learning and to motivate the students or primary as a means of assessing the students' performance in the language. Standardized tests and public examinations, influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test.

> According to Iseni (2011:66) a test is a method of measuring a person's ability or knowledge on a given domain. They are usually carefully designed and have identifiable scoring rubrics. Tests are prepared by administrators; students prepare for them, and they know that their answers will be measured through correcting errors and mistakes. A language test is a way to judge what students know, in order to help them improve their performance and give them a criteria for success.

Test will have a more useful effect on the learning of a particular language than a mechanical test of structure. In this study the researcher uses analytic

scoring rubric. By using Analytic scoring rubric the researcher gets students'

writing achievement completely and specifically also mere accurate to score the

writing.

**Table . 2.1 Analytic Scoring Rubric**

| Criteria | Content / Ideas |
|---|---|
| 10-9 | Writing is extremely limited in communicating knowledge, with no central theme. |
| 14-13 | Writing is limited in communicating knowledge, length is not adequate for development. |
| 12-11 | Writing does not clearly communicating knowledge. The reader is left with questions. |
| 16-15 | Writes related, quality paragraphs, with little or no details |
| 18-17 | Writing is purposeful and focused. Place contains  some details |
| 20-19 | Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing. |
| **Criteria** | **Organization** |
| 10-9 | Writing is disorganized and underdeveloped with no transitions or closure. |
| 12-11 | Writing is brief and underdeveloped with very weak transition and closure |
| 14-13 | Writing is confused and loosely organized. Transition are weak and closure is ineffective. |
| 15-16 | Uses correct writing format. Incorporates a coherent closure. |
| 18-17 | Writing includes a strong beginning, middle and end with some |
| 20-19 | Writing includes a strong beginning, middle and end with some transitions and focused closure. |
| **Criteria** | **Vocabulary/Word Choice** |
| 5-4 | Careless or inaccurate word choice, which obscures meaning |
| 7-6 | Language is trite, vague or flat |
| 9-8 | Shows some use of varied word choice |
| 11-10 | Uses a variety of word choice to make writing interesting. |
| 13-12 | Purposeful use of word choice |
| 15-14 | Effective and engaging use of word choice. |
| **Criteria** | **Voice** |
| 5-4 | Writer's voice/ point of view shows no sense of audience. |
| 7-6 | Writer's voice/ point of view shows little sense of audience |
| 9-8 | Writer's voice/ point of view shows that sense of audience is vague |
| 11-10 | Writer's voice/ point of view. Writes with  the understanding of a specific audience. |
| 13-12 | Writer has strong voice/ point of view. Writing engages the audience. |
| 15-14 | Writes with distinct, unique voice/ point of view. Writing is skillfully adapted to the audience |

*Continuation*

Table . 2.1 Analytic Scoring Rubric

| Criteria | Sentence Fluency |
|---|---|
| 5-4 | Frequent run-ons or fragments, with no variety in sentence structure. |
| 7-6 | Many run-ons or fragments. Little variety in sentence structure |
| 9-8 | Some run-ons or fragments. Limited variety in sentence structure |
| 11-10 | Uses simple compound, and complex sentences |
| 13-12 | Frequent and varied sentence structure |
| 15-14 | Consistent variety of sentence structure throughout |
| **Criteria** | **conservation** |
| 5-4 | Parts of speech show lack of agreement. Frequent error in mechanics. Little or no evidence of spelling strategies. |
| 7-6 | Inconsistent agreement between parts of speech. Many error in mechanics. Limited evidence of spelling strategies. |
| 9-8 | Occasional errors between parts of speech. Some error in mechanics. Some evidence of spelling strategies. |
| 11-10 | Maintains agreement between parts of speech. Few error in mechanic. Applies basic grade level spelling |
| 13-12 | Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent uses of spelling strategies. |
| 15-14 | Use consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies |
| **Criteria** | **Conventions** |
| 5-4 | Parts of speech show lack of agreement. Frequent error in mechanics. Little or no evidence of spelling strategies |
| 7-6 | Inconsistent agreement between parts of speech. Many error in mechanics. Limited evidence of spelling strategies. |
| 9-8 | Occasional errors between parts of speech. Some error in mechanics. Some evidence of spelling strategies. |
| 11-10 | Maintains agreement between parts of speech. Few error in mechanic. Applies basic grade level spelling. |
| 13-12 | Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent uses of spelling strategies. |
| 15-14 | Use consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies. |

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The maximum total score of writing is 100 and the minimum total score is 34. The standard score in the SMPN 11 is 75. Therefore, this research was successful if Round Table Strategy improves students' score in writing skill is $\geq 75$

**Table 2.2 Rating Scale**

| Score | Criteria |
|---|---|
| 100 – 93 | Excellent |
| 92 – 87 | Very Good |
| 86 – 81 | Good |
| 80 – 75 | Pass |
| 74 – 69 | Weak |
| 68 – 63 | Poor |

**D. Previous Study**

There are previous researches that related to Round Table Strategy. Nurhasanah (2014) which entitled Improving Students" Ability in Writing a Narrative Text by Using a Round Table Strategy at Grade VIII C of SMPN 11 Kota Bengkulu. The subject of this research was class VIII C which consisted of 14 females and 16 males. The result of this research showed that the students' score in writing narrative text was significantly affected by applying of Round Table Strategy. In additional, the round table strategy can solve the students' difficulties writing their ideas in narrative text.

This research focused on solving students' writing problem at Grade VIII of SMPN 1 Sumbergempol. Besides that, this research focused on improving student's ability in writing a narrative text, especially in getting the ideas writing a narrative text. The researcher choose narrative text because in the curriculum the students at grade VIII should be able to write narrative text.