CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of underlying theory or literature. It contains of two main sub-chapters. First of all, it deals with the review of the theoretical studies including: (1) writing ability, (2) teaching writing, (3) narrative text, and (4) Gallery Walk Technique. Second, it is about review of the previous study.

A. Review of the Theoretical Study

1. Writing Ability

a. Definition of Writing Ability

Writing is productive skill which is meant for communication to deliver the message in the forms of letters and symbols. Writing is focuses on how to produce language rather than receive. Writing is a process and also a product. The writer creates, plans, writes various drafts, revises, edits, and publishes. Oshima & Hogue (1997:2) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections. So, writing is not a one-step action.

Writing skill is complex and difficult to learn. As said by Brown (2000:335) that writing skill is a written product which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them

coherently, making use of the discourse markers and the rhetorical conventions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product. From the definitions proposed above, it can be inferred that writing ability is a capability or opportunity to deliver the message in the forms of letters and symbols become sentences and then paragraphs to allow the communication from near and also far distances to be understandable after going through the process of thinking, drafting, and revising.

b. Aspect of Writing Ability

In order to have good handwriting, there are several aspects that the authors must note to be successful in their writing according to Jacobs et al (1981:90) in Puspita (2016:9), they are classified as follows:

1) *Content*, refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) *Organization*, refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3) *Vocabulary,* refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express

the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4) *Grammar/Language Use*, refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5) *Mechanics,* refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

2. Teaching Writing

Teaching writing should guide the students to write sentence and organize their ideas into written form. The teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In addition, to practice their writing, the students have to follow the steps to make their writing more effectives.

Puspita (2016:10) said that teaching writing is intended to develop students' competence in constructing sentences and paragraphs. It is also to train students compose short texts or essay grammatically. The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. Teacher is hoped to guide the students to organize their ideas during the process of writing. In addition, Ur (1991:163) delivered an idea that the purpose of writing, in principle, is

the expression of ideas, the conveying of a message to the reader. So the ideas themselves should arguably be seen as the most important aspect of the writing. Thus, teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs long time. It means a teacher should let the students to use the time longer in writing a task.

Harmer (2001:79) states the reasons of why the teaching of writing is important for the students of EFL classes:

a. Reinforcement: in order to get new knowledge in English, it is difficult if we just count on the oral or spoken form of language which the students usually see. The fact is that students are more at ease when they see the language is written down where they can read, reread, analyze, and comprehend with relatively longer time. Many students think that writing down what they just study will give them better memories whenever they try to recall it.

b. Language Development: writing is a skill which demands the learner to learn in a long term. It is an ongoing learning experience as the performance of it is the actual learning process itself. The mental activity involved in the making process of written text is all part of the learning.

c. Learning Style: there are some students who can unbelievably master new knowledge in English language very fast just by looking or

listening, but in contrary there are also many of them who feel really burdened in learning the language because they cannot understand it even when they try very hard to absorb the knowledge. Writing gives them a chance to learn in a better way which is easier and effective. They are given time they need and they can make some reflection in their own way through writing.

d. Writing as a Skill: the writing skill is as important as the other three skills namely speaking, listening, and reading. In real life, not only speech form of language that is used for communication, but also the written one. Today, the one who holds the world is the one who know the information. And most information is written in mass media. The demand of writing ability is on the stage. We need to know how to answer letters, respond to invitation, advertisement and etc. The importance of learning spelling, punctuation and etc. in writing is equal to the importance of learning pronunciation in speaking.

However, in the process of teaching writing skill teachers need to clearly inform students about the objectives of learning the lesson. There are two aspects which must be separated, accuracy and fluency. Students have to know whether the focus is on the accuracy aspect or the fluency one. When the accuracy is emphasized, teachers tell the students to get the language right including the form, grammar, words choice and sentence structure. But if the objective is fluency, they are concentrating on the message delivered to the readers (Brumfit: 1984 in Clark: 2003).

From the explanation of the reasons why the learning of writing skills is important, teachers and students need to know the main idea of the importance of learning about writing skills. It can be concluded that writing should not only refer to theory and knowledge alone, but rather emphasize the giving of practice so that they can experience the actual writing process. They need to create their own writing to make it a habit to improve the fluency of writing to be a confident writer which is one of the goals of learning writing skills.

3. Narrative Text

a. Definition of Narrative Text

Narrative text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to aims to amuse or entertain and to inform the reader about the story or event that happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones. Anderson and Anderson (2003:3) define narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story. Meanwhile, Cohan (2001:1) states that "a narrative recounts a story, a series of event in a temporal sequence". It can be considered as the

complicated type of recount genre because it tells more complex past events chronologically.

Based on those theories, it can be conclude that narratives are generally indicate a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. Moreover, the story in narrative text sets up one or more problems, which must find away to be resolved. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

b. The Types of Narrative Text

Narrative has many different types. Risdianto (2012:130) explained some kinds of narrative text:

1) Humor

A humorous narrative is one of that aims to make audience laugh as part of telling story.

2) Mystery/horror

This type contain about identity, investigate, secret and surveillance.

3) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

4) Fantasy

May simply be a basic chronological narrative set in fantasy word but some fantasy narrative extend the 'fantastic' element to the structure as well. For example, the story may play with the concept of time so that characters found themselves moving trough time in a different way.

5) Folktales

Folktales usually feature ordinary and hardworking folks who use their wits and smarts to get them out of difficult situation. For example: Malin Kundang.

6) Fables

A fable is a short allegorical narrative making a moral point, traditionally by means of animal character who speaks and act like human beings.

7) Myths

Myths focus on stories that try to explain something about creation or the origin of people, place, and thing. They also try to explain some type of phenomenon, either in nature or in regards to a person who has a unique ability. Example: Hercules.

8) Legend

A legend is a narrative of human action that is perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historized narrative performed in a

conventional mode. Some define legend as folktale. For example: Rawa Pening, Sangkuriang, Prambanan Temple, etc.

9) Fairy Stories

Fairy story is an English language term for a type of short narrative. A fairy tale typically features such folkoric characters as fairies, goblins, elves, trolls, giants, or gnomes and usually magic or enchantment.

10) Personal Experience

Personal experience narrative is account of significant event in the life of the narrator or the community.

c. The Generic Structure of Narrative Text

In making a narrative text, there is an important point which is worth knowing. According to Anderson and Anderson (2003:4), a narrative text has four main parts (Generic Structure). They are:

1) *Orientation*. Beginning of the story in which the narrator tells the audience about where the story is taking place, who the characters in the story, and when the action happen.

2) *Complication*. The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolveable.

3) *Sequence of Events*. This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order with flashbacks. The audience is given the narrators' point of view.

4) *Resolution*. In satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely completely unresolved.

5) *Coda*. The narrator includes the coda if there is a moral or message to be learned from the story.

Furthemore, Siahaan and Shinoda (2008:73) explained that the structures of narrative text are *orientation* (setting the scene and introducing the participants), *evaluation* (a stepping back evaluate the plight), *complication* (a crisis arises), *resolution* (the crises is resolved, for better or for worse), and *reorientation* (optional). However, ideally the common of the generic structure of narrative text are orientation, complication, and resolution.

d. The Language Features of Narrative Text

Besides know about the generic structure of narrative text, in writing narrative texts students also must be aware about the language features of that text. According to Siahaan and Shinoda (2008:74) the language features of narrative text are, focus on specific and usually individualized participants, use of material processes (behavioral and

verbal process), use of mental process, use of temporal conjunction and temporal circumstance, and use of past tense.

In short, some experts have different thought about the language features of narrative text. Anderson and Anderson (1997:8) explained the language features of narrative are, *nouns* that identify the specific characters and places in the story, *adjectives* that provide accurate descriptions of the characters and settings, *time words* that connect events to tell when they occur. For example, first, then, next, while, afterward, finally, after, during, before, etc., and *verb* that show the action that occurs in the story. The tense used in general is past tense.

Based on the explanation from several experts above, the researcher concludes that there are some language features of recount texts which focus on:

1) Specific characters and places in the story

2) Use of past tense

3) Use of behavioral process (action verb), such as run, walk, go, etc., verbal process (verbal verb), such as say, state, etc., and mental process (mental verb), such as think, feel, know, etc.

4) Use of temporal conjunction, such as firstly, then, next, after that, etc.

5) Use of temporal circumstance, such as once, once upon a time, etc.

Example of Narrative Text

Roro Jonggrang

Orientation

Roro Jonggrang was the daughter of King Prabu Baka, who ruled over the ancient Javanese kingdom of Prambanan. The king was killed in a fierce battle by the minister of the King of Pengging, who fought with a magic weapon called *'Bandung'*. For this reason, he was known as *'Bandung Bandawasa'*.

Complication

Not long afterwards, Bandung Bandawasa decided to marry Princess Roro Jonggrang, the daughter of his victim. But she had desire to marry the murderer of her father, so she sought the advice of the Patih.

Complication

The Patih made a wise suggestion. Bandung would have to build a thousand temples and two deep wells. If he managed to complete all this in the course of a night, he could marry the princess. Bandung knew two people possessing magic powers who promised to help him. One was his father *'Damarmaya',* and the other was mighty King of Pengging. A date was fixed and in the evening, Bandung's followers begin their giant construction job. Five hundred temples were complete by midnight.

Complication

Roro Jonggrang sent a man to watch the progress of Bandung's work and by four o'clock in the morning he saw that nine hundred and ninety five temples were already built and to deep wells nearly finished. The whole palace was filled with sadness, because the Princess would have to marry the man who had murdered her father.

Complication

Again the Patih had an idea. He woke up all the young girls and ordered to pond rice at once. When the workers heard the pounding of rice and smelt the flowers, which were the signs of dawn they stopped their work. Bandung Bandawasa was glad to see the temples before him and counted them himself. But to his surprise, they were only 999 temples.

Resolution

Finally, he soon learned the reason of his failure and became very angry. Roro Jonggrang herself was changed into a statue, which stands in the great inner hall of the largest temple and is now know as, "The Temple of Roro Jonggrang".

(Adapted from: www.bukuinggris.co.id)

4. Gallery Walk Technique

a. Definition of Gallery Walk

Francek (2006) defines Gallery Walk as "a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking." The technique also cultivates listening and team-building skills. The advantage of this technique is its flexibility. It can be used with introductory or advanced material and with a variety of class sizes. Finally, a Gallery Walk gives chance to move around the classroom, directing their focus and interrupting the lethargy that sometimes results from being seated for long periods.

A gallery walk is a good way to assess what students have learned about the content being taught. Gallery Walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities (Malizia: 2015). The artifacts of a gallery walk can be anything from open-ended questions about the content being taught, to photographs related to the content, or even to demonstrations or finished projects. In addition, Silberman (1996:24) stated that Gallery Walk is a presentation method in which individual learners of groups display their work products (often on poster) and walk around the room viewing each other's work. They may be asked to provide feedback to the group of individual who created the work. Often students work through a gallery walk in pairs or

small groups. Each group visits each display station, taking notes on what they learn, then talking afterward to reflect upon their learning.

b. Procedures of Teaching by Using Gallery Walk

After we have known what Gallery Walk is, then how the technique work will. There are the procedures to conduct Gallery Walk technique in the class:

1) Create and post questions. The teacher writes questions addressing a central class concept or debatable issue with no one right answer. The number of questions that need to be written depends on class size. For a class of 30, for example, write six questions, assuming five students per group. For larger classes, either write more questions or repeat the same set of questions, posting questions in different locations. Write the questions on large sheets of self-adhering chart paper, self-supporting flip charts, whiteboards, or even on pieces of loose-leaf paper placed on walls or desks spaced throughout the classroom. Write one question per sheet.

2) Group students, assign roles, and stress team building. After explaining the basics of how to conduct a Gallery Walk, arrange students into teams of three to six. Each team is provided with a different colored marker or pen. Each team then selects a recorder who is responsible for writing group comments. The role of recorder should switch at each station.

3) Assign stations and begin comments. Direct teams to different discussion stations. To avoid chart clutter and rambling comments, encourage the recorder to write in a concise bulleted format working down from the top of the sheet.

4) Rotation. After three to five minutes, say "Rotate!" The group then moves from the initial home station, clockwise, to the next station. Here, the team adds new comments and responds to notes left by the previous group. The teacher acts as a facilitator, circulating around the classroom, clarifying questions, and gauging student understanding. Record any misconceptions or lapses for later discussion during the groups' final presentations.Begin oral presentations. After visiting every station, students return to their original station and take 5–10 minutes to synthesize all comments on the posted sheet there. The reporter, selected previously, makes an oral presentation listing. The oral report should not exceed five minutes in length. During the presentations, the teacher reinforces important concepts and corrects misconceptions and errors (Francek: 2006).

c. Using Gallery Walk to Teach Writing Narrative Text

The idea of using gallery walk technique to teach writing is to make the students get actively involved in the class activity. As they feel excited to the technique, it will arouse them to get into the subject and make them understand faster. Before the teacher chooses a certain topic using this technique, teacher must prior to instruction to ensure success use

of this strategy. Defining the purpose for the activity is important, whether it is to determine students' prior knowledge or to allow students to extend concepts learned previously or to allow students an opportunity to summarize previous learning. By using gallery walk, students do not only rotate around the class, gathering the material of the topic, but they also have to answer the questions.

In order to teach writing narrative text, the researcher will modify Gallery Walk with Mind Mapping to short in time and make it easy. The students have to compose narrative text in group using mapping technique and then place their work on the whiteboard or on the table so that others student can give comment on their work. In the end of the class, in group they will present their work with any questions or comments from the other groups. Finally, this modification may also become the gaps for this study since in the previous studies did not use any modification for Gallery Walk technique.

B. Review of the Previous Study

There are some studies that have finished by some previous researchers talking about the use of Gallery Walk technique. There are some researches which not only come from English field but also from other field such as Arabic, History, and Fiqh. The first study was come from Mulyani (2014), conducting an experimental research design called pre-test post-test control group design. The researcher wants to know whether there was significant difference in the achievement of writing announcement text

between the students' who were taught by using Gallery Walk technique and those who were taught by using conventional method. Then, the result indicated that the use of Gallery Walk technique on teaching writing announcement text brought about significant improvement. In addition, Gallery Walk technique also gave some advantages in its application such as giving chance to move around the classroom, directing students' focus and interrupting the lethargy.

Meanwhile, a classroom action research was done by Ahera (2014) in improving students' writing skill on hortatory exposition by using Gallery Walk technique. The result of the study also shows that using Gallery Walk technique can improve students' achievement in writing. The researcher stated that the implementation of gallery walk technique can be a perfect alternative way to teach, especially in writing. It can motivate students to learn independently.

An experimental research was also conducted by Majiasih (2012). Based on the research findings, it can be conclude that Gallery Walk is an effective technique to teach speaking to the Eleventh Grade Students of SMAN 3 Cilacap and the effectiveness is influenced by students' self-esteem. The research result implies that English teacher should use Gallery Walk to develop their technique in teaching speaking because this technique can improves students' speaking skill as it can help them find new ideas to speak, vocabulary and it enables them to learn from their friends.

In addition, Consorcia and Conception (2017) explain the result of their study that aimed to determine the effectiveness of Gallery Walk technique in teaching selected topics in English among Grade Four learners and the results revealed that there was a significant difference in their performance. The analysis suggests that the technique was more effective than the conventional method of teaching. Since gallery walk involves the use of multi-sensory strategies it is an effective means of bringing out the best in the students, hence optimum learning is achieved.

From the other subject, the next study was done by Marini (2012). She investigated the implementation of Gallery Walk method to teach junior high school students. This study describes how Gallery Walk method used by the teacher in that school and its implementation for teaching learning process in Arabic language subject. She stated that teaching students is not easy especially to those who have lack of motivation even more so if the teacher uses uncreative way to teach the students. The teacher has to be creative in choosing appropriate method. The finding shown that the implementation of Gallery Walk method to teach Arabic is effective, the students' achievement in Arabic subject could increase by using this method.

A classroom action research was conducted by Saifullah (2011) in improving students' achievement in Fiqih, trading theme. And the result of the research showed that this method can help the students' achievement in that subject.

The last study was a quasi-experimental research came from history subject conducted by Kahayun et al. (2014). This research is aimed to investigate the effect of using Gallery Walk learning models on students' interest in learning based on the subject of History class XI IIS 3 at SMA Negeri 1 Natar Academic Year 2014/2015. From the results of this research, can be concluded that the effect of using Gallery Walk learning models of students' interest in learning based on the subject of History is sufficient at 73, 22%. It is known by the average result of students' interest in learning for three time experimental application of Gallery Walk learning models.

The similarity among the first until the last study with the researchers' study was focus on the use of Gallery Walk in teaching activity. In contrast, the differences were come from some aspects those are the research design, purpose and subject of the study. Mulyani (2014) and Ahera (2014) were focus on the purpose of writing with different kind of text those are announcement and hortatory exposition, while in this study the researcher will focus on writing narrative. Meanwhile, Majiasih (2012) focused on the students' speaking ability.

The similarities between the researchers' study and Concorcia et al. (2017) study were the use of quasi-experimental design with the existence of control group. A quasi-experimental also used in Kahayun et al. (2014) study, but the technique of analyzing data using descriptive quantitative. So, the difference comes from the use of instrument. Both of the researcher and the Concornia et al. studies (2017) only use test for the instrument, while

Kahayun et al. (2014) use observation, questionnaire, documentation and literature. Besides, Ahera (2014) and Saifullah (2011) used a classroom action research (CAR) which has four steps: planning, acting, observing, and reflecting.

However, in conducting Gallery Walk there are some problems that come to the activities in the class such as transition process from one station to other stations. Many students made some noiseness. Besides, they also made some chit chat in group discussion. Not only that, some students were found to be active and some to be passive. In this case, the researcher will try to minimize these problems by managing the group work well. Every individual must be given his own task in group to prevent some noiseness in the class. In addition, the researcher will try to find some efforts in composing a narrative text using mapping, so that the students can do the group work well appropriate with the procedure and the time allotment because this technique needed an attention in the management of time, space, and class.

In reference to the reviews of some studies on Gallery Walk in some different contexts presented above, it can be concluded that the use of Gallery Walk were proved to be effective on the students' ability in writing narrative text since its flexibility in use makes it appropriate for every level of students, proficiencies, ages, and also context. The gap is the researcher tries to implement Gallery Walk by using writing process approach (planning, drafting, revising, editing) in a structured manner. In the writing process

approach, there are several stages done by the author to produce writing, those are planning, drafting, revising, and editing. Researcher tries to mate between that approach with the activities on the Gallery Walk, especially in the planning process. Researcher uses mapping technique to assist students in organizing their ideas to be more structured. It is expected to provide stimulus in the brainstorming process for group members to spew out ideas about the topic, thus it will short in time since Gallery Walk will consume many of times. Of course, the researcher does not intend to modify gallery walk with mapping technique because in the process, Gallery Walk activity is not necessarily combined with mapping technique. Next, on the drafting process students post their work on the wall to be visited by another group and focused on the fluency of writing and the writer's ability to visualise audience. Revising is when they review their texts on the basis of the feedback given in the responding stage by which other groups provide comments and questions from the work of friends, and editing is done by the owner of each student job to be further discussed with the group members and re-presented in front of the class. So, if in previous studies Gallery Walk gives positive effect although there is no detailed explanation about how this technique works, in this study the researcher want to complete the implementation of Gallery Walk by using writing process approach with using good and correct structure. A quasi-experimental design will be used to collect the data and the researcher hope that this study will be fluent and produce the best result.