

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Theoretical Framework

In this chapter, the various theories are explained. These theories are necessary for analysing the data taken in this study. Furthermore, the theories are the foundation of this study and these could be used to draw a conclusion from the study. The concept of theoretical framework later on supports the analysis and interpretation of the data.

In theoretical framework, the writer defines the definition of narrative writing, the techniques of teaching which are guided writing and sequences of pictures, and scoring procedure for writing assessment

##### 2.1.1. Narrative Writing

It is evitable that narrative writing needs to be understandable in definition. Keraf (2001, p. 136) stated that “Narrative as a story tells or describe an action in the past time clearly”. Narrative as a story should have the element that can make story more interesting to the reader such as a conflict and conclusion of the story.

This type of composition in which the author’s purpose to tell a story is about some series of event. It is also said that narrative is a composition that tries to tell event(s) so that readers can bring themselves to see and present to the

event(s). Furthermore, its point is all actions or incidents that are linked and connected to be one event happening in a single unified time (Keraf, 2001, p. 136). Another definition of narrative is a form of writing to use to relate a story acts or events. Narrative places occurrences in time and tells what happened according to natural time sequences (Wishon & Julia, 1980). From those definitions, it can be concluded that there are two basic components in narrative, action or event and a link of time (Keraf, 2001, p.136) In addition, Hasani (2005) proposed that the other characteristics of narrative, it has aesthetics; it should have imagery to increase the reader's interest (p. 27).

According to Sudarwati and Grace (2006, p. 154) narratives has purposes to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution. Furthermore, the purpose of the narrative writing program is for students to increase their effectiveness as writers (Southalls, 2001, p. 3). The students may develop effective communication through their narrative writing composition. Effective communication needs a story to be told, in a convincing and attention grabbing/retaining way (Snowden, 2001, p. 1).

Then, Sudarwati and Grace explained that narrative writing contains generic structures that students need to consider while making the composition.

There are:

#### 1. Orientation

Sets the scene; where and when the story happened, introduce the participants of the story; who and what is involved in the story.

## 2. Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

## 3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

## 4. Re-orientation

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

## 5. Evaluation

The judgement of the writer on a certain participant or a certain event. It is also optional.

(Sudarwati & Grace, 2006, p. 154)

Not only have several generic structures, but this narrative writing also has language features which described:

1. Nouns
2. Pronouns
3. Noun Phrases
4. Time connectives and conjunctions
5. Adverbs and adverbial phrases
6. Material processes (action verbs)
7. Verbal processes (saying verbs)

(Sudarwati & Grace, 2006, p. 154)

### 2.1.2. Teaching Writing Techniques of Guided Writing and Sequences of Pictures

Guided writing and Sequences of Pictures were techniques used in this study. The reason why this study used these two techniques can be seen in Patel & Jain (2008) definition of guided writing “The teacher gives them guidance by way of asking questions, pictures, cues etc. It enables students to work independently under guidance of teacher. It is one of the activities included into supervised study.” (p. 130). These two techniques completed each other by giving the grammatical structure in guided writing and also the sequence model of events in sequences of pictures which the student could apply to their composition.

#### 2.1.2.1 Guided Writing

In this study, the writer used the guided writing as the technique to help the student for narrative writing composing ability. Furthermore, Harmon (1994) developed the idea of guided writing as follow:

The teacher continues this process at a brisk pace, avoiding extended discussion. The emphasis is on learning by practicing and observing and thinking. While students are working, the teacher glances about, getting a sense of how well students understand. “If understanding is low, the teacher inserts extra explanatory comments as appropriate and strives to make subsequent words easy enough so students do come to understand” (Harmon, 1994, pp. 44-45).

In short, the teacher may give the model language to help the student in composing their writing. This model of language provided by a functional approach to teaching helps to identify children’s strengths and to make clear

suggestions as to how they can make their texts more effective (Hyland, 2002, p. 103).

The techniques of guided writing do not require them (the students) to do any actual composition. It is the technique which are used often begin with guided writing exercises and gradually move toward freer writing once the learner has memorized the structures to be followed. (Richards, 1990, p. 107). The techniques include:

- Providing models to which learners make minor changes and substitutions
- Expanding an outline or summary
- Constructing paragraphs from frames, tables, pictures, and other guides
- Producing a text through answering a set of questions
- Sentence combining: developing complex sentences following different rules of combination

#### 2.1.2.2 Sequences of Pictures

Sequences of pictures give students chance to develop their composition. As Wright stated that pictures provide motivation and give a non-verbal stimulus for what is said or written (p. 18). Furthermore, pictures also have their influence in development of student's capability to learn new language. Regarding to Wright (1989, p. 138), the use of appropriate pictures in the introduction of new language can speed the process by which students assimilate meaning. This fact

actually involves the ability of students. Therefore, pictures can help students to develop their ability to learn foreign language (Wright, 1989, p. 2). On the other hand, pictures should be appreciated as having great values for teaching and assessing anyone. It is, therefore, of great relevance to discuss and introduce the use of picture prompts as perhaps the most legitimate, fair, reasonable, and natural source of ideas inspiration, story and language use for most basic language assessments (Jordahl, 2010 cited in Bae & Lee, 2010).

In addition, the sequences of pictures or cartoon strips and instruction strips of pictures are potentially useful. The pictures can be kept as they are and used to contextualise a story or description of a process. Sequences of pictures can be used to stimulate and guide writing or they can be cut up and given to different students who work out story or process (Wright, 1989, p. 201). Pictures are also useful for eliciting narrative in the various following specific ways. The visual illustrations provoke personal associations in memory beyond what is provided by the image itself. Ideally, this will spark their imaginations and help them build a narrative, instead of having to assemble a narrative entirely on the basis of their unaided imagination (Jordahl, 2010 cited in Bae & Lee, 2010). Pictures is not merely aspect of methods, in fact, they are an essential part of the overall experiences through its representation of places, objects, and people. (Wright, 1989).

Moreover, sequences of pictures (or picture composition) have fundamental relation with the guided writing. When the sequences of pictures give model of pictures to student, guided writing gives language structure which the

students can apply to their composition. Hence, picture composition is one type of guided (Patel & Jain, 2008, p. 128). Furthermore, Patel and Jain (2008, p. 129) proposed that the students have to develop the skill of observation in pictures and then only they have to arrange their ideas in proper sequence using correct vocabulary and framing grammatically correct sentences. Students need to improve their own composition based on the pictures given.

### 2.1.3. Scoring Procedures for Writing Assessment

There are three scorings of composition: primary trait scoring, holistic scoring and analytic scoring (Weigle, 2002, p. 109). In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score like holistic scoring do (Weigle, 2002, p. 114). One of analytic scoring was proposed by Jacobs, Holly, Stephen, Zinggraf, Deanne, Wormuth, Faye, Jane, and Hughey (1981). Jacobs et al (1981) rated the scripts based on five aspects of other analytical scales of writing composition which are: content, organization, vocabulary, language use, and mechanics. This scoring has been used widely to score the second language learners composition and the use of this scoring is efficient compared to the other scorings.

In addition, Jacobs, et al (1981) differentiated five aspects: content is weighed 30 points, language use is 25 points, organization and vocabulary are weighed 20 points, and mechanics is weighed 5 points. These are criteria:

Table 3.1. Jacobs et al's (1981) analytic scoring profile

Aspect	Level	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis lacks of detail, mostly relevant the topic.
	21 – 18	FAIR TO POOR: limited knowledge, little substances, in adequate development of thesis.
	16 – 13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent.
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	FAIR TO POOR: non-fluent, ideas confused or disconnected lacks of logical sequencing and development.
	9 – 7	VERY POOR: does not communicate, no



		organization, or not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR: limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement,

	10-5	tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.  VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR: mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

Analytic scoring is useful for second-language learners, who are more likely to show a marked or uneven profile across different aspects of writing (Weigle, 2002, p. 120). For example, a composition which students made may be

quite well developed, but have numerous grammatical errors or a composition may demonstrate an admirable control of syntax but have little or no content.

## 2.2. Related Studies

There are several studies which related to this study and conducted writing as the subject. Anderson (1982) conducted a study in the cognitive processes that can help students acquire writing skills. Anderson stated “Students are able to use cognitive skills after they have received instruction about the skill, and are allowed to practice the skill and are allowed to practice the skill.” This repeated practice of a skill creates a process called “knowledge compilation” which allows the student to the knowledge of skill and apply it into successful application.

Furthermore, the study conducted by Johnstone, Ashbaugh, and Warfield (2002), which applied Anderson’s method, developed an intensive writing curriculum for college aged students that stressed repeated practice and time spent on writing instruction for over a four semester periods. Otherwise, the results of the study found significant improvements in the writing skill of students at the conclusion of the program.

Sundari (2011) conducted a study that also used pictures as the facility to enhance students writing skill in composing descriptive text. “The effectiveness of Pictures as Authentic Material to Improve Students writing in Descriptive Text (A case study of 8th Grade of MTs Plus Raden Paku Trenggalek 2010/2011” is the title of her thesis. She designed the research in the one-group pre-test and post-test. She used Jacobs et al’s ESL composition assessment to score analytically the results of student’s composition. The result of her study is clearly stated that

pictures were effective to improve the content and organization in student writing composition but less effective to improve vocabulary, language use and mechanics.

By considering these previous studies, there are gap between these studies and this study. This study attempts to see the improvement of writing ability of writing course students, especially narrative writing by using guided writing and sequences of pictures as the techniques of teaching.