CHAPTER II

THE THEORITICAL FRAMWORK

A. The Nature of Writing

Writing is important in our life. It is one of four language skills. We cannot avoid writing in our life. It can be a facility for communication. We can transmit information to everyone by written language. In other words, writing can make short distance among writers and readers. Nunan (1989)said: the writing can transfer the message from writers to readers. It is clear that writing is important to support our communication to other. According to Raimes (1983), writing can help everyone in reinforce the aspect in language such as : grammatical structure, idioms, vocabulary, parts of speech. Writing is the process. In line with this idea, Hughey, et.al.,(1989) state that writing does not just happen. It involves our intense participation, engagement, even immersion in the process. Writing cannot be produced without process because it is not a spontaneous product. So, writing is not the easy skill that can be produced without process.

Westwood (2008) said that writing is a complex skill involving multiple processes. A writer needs to have skills that support writing, because in writing it needs more skills to be good at writing. Writing should be mastered by everyone because if someone does not understand and know how to write, they will not be able to express their ideas in written language. To master is not an easy job because writing is supposed as an extremely complex cognitive activity. According to Bell and Burnaby in David Nunan (1989),

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writing is supposed as an extremely complex cognitive activity because writing requires many aspects (vocabulary, punctuation, spelling, letter information, and so forth) that should be contained in a writing. In other words, Syafi'i (2007) said that writing also requires a writer to know the audience, tone and purpose of writing .All statements stated by experts above are different stated that writing has many aspects that influence the process of writing. Then, the complexity of a printed writing is not only determined by components mentioned above, but it also determined by the kinds of writing. Different kinds of writing will indicate different difficulties.

Many kinds of writing will delivery many purposes too because different kinds of writing well extend different benefit. Many things will make writer challenged. A fraction of writers does not get many difficulties in writing because they know and understand the pattern of writing. Writers should practice themselves to write. According to Brown, Kritine,and Susan Hood (1989), writers need to practice much in order to get benefit. Even the writing is done in short time or only for themselves. Besides, writing is not only as a process. But also as a product. In line with this idea, Wallace (2004) states that "writing is the final product of several separated acts that are hugely challenging to learn simultaneously.

" in other words, writing is the result of the activities that have been done by the writer,Nunan (1991) also states that writing as a process and as a product. The process of writing means an action to gather ideas which will be presented to the readers. In other side, writing as a product means that the final

pieces of writing such as a book, has grown out of many steps which make up the process, Linse (2005). It is clear that writing cannot be separated from the term of process and product, because the writers have to pass the process of writing itself in order to produce the product.

Furthermore, writing is also a means of reinforcing other language skills. Writer gathers information by reading, observing, talking with other, evaluating data,Hughey,et al (1983). The writer should have information as much as possible. Most of the writer's reading can be made as references for supporting ideas stated in his writing. Good writers are usually good readers ,William (2003). Writing cannot be separated from other skills and a writer should comprehend those skills, for instance, collecting and looking for information about the issue or topic the writer wants to write about. In other words, a writer needs to gather ideas which will be presented to the readers. Briefly, it can be stated that writing is a process.

1) The Purpose of Writing

Purpose of writing is important in all of activities. Writing activity has many purposes. Reid has stated that writing has purposes, (Reid 1988).

a) To explain or educate.

b) To entertain or amuse, and

c) To persuade or convince

Regarding above statement, Raimes also mentioned that purpose of writing (Raimes, 1983).

d) To communicate with readers.

e) To express ideas without pressure of face to face communication.

f) To explore subject, and

g) To record experiences.

Besides, Coffin also states that writing has several purposes :

a) As assessment

b) As a facility to critical thinking understanding and memory

c) To extend students' learning beyond lectures and other formal meetings

d) To increase students' communication skill

e) To train students are future professionalism particular disciplines

Based on the ideas above, it can be concluded that there are various aims in writing. The purpose of writing between a writer to the other writer will be different, it depends on what writer wants to write.

2) Component of Writing

Writing is an activity that necessitates many components. In accomplishing writing activity, writers should know and comprehend the components of writing. When a writing has full content of components of writings, it will be better. Raimes (1983) classifies the aspects of writing. Those are:

a) Syntax

A writer should know how to construct sentence structure.

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b) Content

A writer has to pay attention to the relevance, clarity, originality, and logic of writing.

c) Grammar

James stated that grammar is about how words fit together inpattern to communicate meaning ,Williams (2003). It is very important for a writer because grammar is the tool to organize words that become a meaningful sentence. In grammar, a writer has to know rules of verbs, article, pronoun, etc.

d) Mechanics

It contains about handwriting, spelling, punctuation, etc.

e) Organization

In this part, a writer is required to know about cohesion and unity.

f) Word choice

A writer knows the way to apply vocabulary, idiom and tone in writing.

g) Purpose

Purpose is used to determine the aim of the writing in the future.

h) Audience

Knowing the audience is important because it will make a writer know more about what has to be written.

i) The writer's purposes

A writer should be aware of how to get ideas. Writer drafts, and revises.

Based on the components above, it is clear that there are a lot of components which have to be provided by a writer in process of writing. A writer needs to notice all of components in order that the readers can get the message clearly and easily. And then to make smoother and more sophisticated in writing, there are some kinds aspect that writer should know, they are:

a) *Coherence devices* can be achieved by using one or more of the following:

1) The use of pronouns

2) The repetition of key words and phrases, and

3) Transitional words and phrases.

b) *Transitions or sometimes* called *connectors*. There are some functions, they are :

1) To signal relationship in time, using chronological transition

2) To signal relationship in space, using spatial transition

3) To signal that follow is similar to what precedes, using comparison transitions.

4) To signal a contradiction or contras, using contras transitions

5) To signal that what follow is an illustration or example, using middle paragraph transition.

6) To signal that what follows is result, using cause-effect transition.

7) To signal that what follows is additional, using middle paragraph transitions.

8) For concessions, using counterargument transition

3) Types of Writing

A writer should know the types of writing that helps a writer to reach the purpose of writing conveyed. According to Horn (1977), different types of writing required different purpose. It is clear statement that different types of writing will need different action because the different types of writing will have different purposes. Related to the types of writing, Kane that states the various effect to writer may wish to have on his or her readers to inform, to persuade to entertain-result in different kind of prose. The most common is prose that informs, which is depending on what is about, is called exposition, description and narration, Kane (2006). Furthermore, Kane states that there are some kinds of writing , as follows:

1) Exposition

It is a kind of writing which reveals what a particular mind thinks or knows or believes, and it is constructed logically. Exposition is used to argue a case for or against a particular position or point of view, (Anon, 1998).

2) Description

Description is a kind of writing that describe the way something looks. It deals with perception-most commonly visual perceptions,(Kane, 2000)

3) Narration

Narration is a story; it is a series of related story. It constructs a pattern of event with a problematic and unexpected outcome that entertains and instructs the reader or listener. According to Knapp and Watkins (2005), it is one of the most commonly read.

4) Persuasion

It is kind of writing which asks the reader to change their belief or thought. It is usually about controversial topics and often appeals to reason in form of argument, offering evidence or logical proof.

4) Process of Writing

Talking about writing is processing and producing a written form. It is sure that producing a product (written form) will require process. According to Arlov (2004), writing consists of five processes as follows:

1. Prewriting

It is the process to get ideas, in this stage, a writer make an illustration on his/her mind about what the writer wants to write.

2. Planning

It is the process to find the main idea which will lead the writer in the further process of writing.

3. Drafting

Drafting is the main process of writing, in this stage a writer arranges the sentence and makes them into a paragraph.

4. Revising

In this step a writer does some correction of paragraph that has been arranged in the previous step.

5. Proofreading

In this step the writer ends up his/her writing. A writer will know the result of his/her writing. Stephen Bailey (2004) says that proofreading can prevent confusion and misunderstanding of a writer's work. All of the aspects in writing can be seen by the writer in this step. In other words, spelling, grammar, word choice, content, etc. are clearly observed.

In other words, Lane also said that the process of writing in other stages. The writing process consists of seven stages. They are choosing a writing topic, gathering information, prewriting, writing the draft, sharingthe draft, revising the writing, and proofreading the final the draft. (Lane, Janet, and Ellen Lange 1993).

5) Assessing Writing

In assessing writing, there are some aspects that should be considered by the teacher. Hughes says that there are five aspects that include in assessing writing, they are :

1. Grammar

   Grammar has an important role in writing. It is very important for the students to master the grammar in order to produce the correct sentences in writing a paragraph.

2. Vocabulary

   A good writer can express the idea with appropriate words. So, mastering vocabulary is necessary to prevent misunderstanding.

3. Mechanics

   Capitalization, spelling, and punctuation are included in mechanics. Spelling is very important in order to make a meaningful writing. Both capitalization and punctuation are signal that help readers understand what the writer means.

4. Form/ Organization

   A well-organized paragraph must be supported by ideas clearly, fluent expression, logical sequencing, and cohesive, Hughes (2003).

6) The Nature of Parts of Speech

According to Elaine P. Maimon, Janice H. Peritz and Kathleen Blake Yancey (2005), parts of speech give us way of talking about how sentence are put together to make sense. Just like each part of dress, each type of words has its own job. It's quite important to recognize parts of

speech. It help students to analyze sentences and understand them. It also helps them to construct good sentence to a good narrative text.

According to Richards et.al (1922), parts of speech are important aspects of grammar that can make a good contribution in writing English. Parts of speech is very important in English language. Making good sentence and good writing, we should know about parts of speech toavoid ignore miscomprehension in English language. Parts of speech usually use to agglomerate the class of word. Parts of speech in English are: verb, noun, adjective, and adverb.

Parts of speech refer to an identifying label given to a word based on how it is used in a sentence. The parts of speech of traditional grammar are a combination of the bases and the function words. Parts of speech are also called word classes. "Word classes may be classified as open or closed: *open classes* (like nouns, verbs, and adjective) acquire new members constantly, while *closed classes* (such as pronouns, and conjunctions) acquire new members infrequently, parts of speech (2005).

1) Open classes

Some word classes open that are is new words that can be added to the class as the need arise."Open and Closed Word Classes" (1996). Words included in open class are noun, verbs, adverbs, and adjectives. For example the class of noun, because of the scientific discovery, new product are developed, and new ideas are explored,

development of computer technology creates many new nouns: interest, website, modem, email, etc.

2) Close classes

Words are categorized by closed-class items because they made up of finite sets of words which are never expanded. Items included in close classes are pronoun, conjunction, preposition, and interjection.

There are different statement regarding to classification of parts of speech. John (1996) asserted that "we recognized seven major of parts of speech. They are verb, noun, determiner, or article, adjective, adverb, preposition, and conjunction. He does not state pronoun as parts of speech, but it is as a subclass of noun. In this research , the researcher criteria for determining parts of speech. They are (1) the meaning of the words; (2) the form of 'shape' of the words; (3) the position or 'environment' of the words in a sentence. Whereas, Richards, Rachamat, and Slamet do not state determiner as parts of words classes. They state that there are eight items categorized as parts of speech, including pronoun and interjection. In other opinion, all the words in English language are divided into nine great classes. Here, all of determiner, pronoun, and interjection are included. Although there are some opinions about the classification of parts of speech, but the most sources state that parts of speech are divided into eight categories here the research concludes that parts of speech are divided into eight categories. Below are the eight parts of speech:

1. **Verb**

Verb is any word notifying about movement, act, efforts or intention. It is used to state, ask, request, or command. Thomson & Martinet (1985) divided that "there are two classes or verbs, auxiliary verb and ordinary verb. Both of those classes have different function.

a) Auxiliary verb

Auxiliary verb helps to form a tense or an expression, voice, and mood. They are including in auxiliary verb which is to be (am, is, are, was, were, been) , do (do, does, did), have (have, has, had), and moral auxiliary (can, could, shall, should, will, would, may, might, and must)

b) Ordinary verb

Ordinary verb is divided into two kinds, transitive and intransitive. Transitive means the verb is connected indirectly to the object. Whereas, intransitive means the verbs connected indirectly to the object.

2. **Noun**

A noun is any word that complies with one of the following conditions: (a) to be positioning as a subject; or (2) to be positioning as an object; or (3) having existence physical or mentally (in mind); or (4) possible or having relationship to ownership , thought physically not in form of real noun, and/or initiated by preposition. Noun is divided into countable and uncountable noun. Countable noun consists of two

kinds, plural and singular nouns. Plural nouns are influenced by s or es added. Otherwise,uncountable noun does not use s or es ended. It is also known as non-count noun or mass noun. These are fourkinds of noun in English. They are common noun, proper noun, abstract noun, and collective noun. Knowing the names of those nouns seems not very crucial in forming a sentence. But, it can be as a view for everyone who wants to enlarge his view in English. In order to avoid misinterpretation of the kinds of English nouns, it is better to know the example below:

Countable noun   : berry (a berry/berries)

Uncountable noun   : air (cannot be from to be 'air')

Common noun   : man, chair, cat, leg,etc.

3. **Pronoun**

Pronouns are the words use instead of the names of persons, places, or things. The basic function of pronoun is to take place of a noun in order to avoid repetition. There are four kinds of pronoun. It based on Sukar (2010) stated that "They are personal pronoun, possessive pronoun, reflexive pronoun, and emphatic pronoun".

a) Personal pronoun

Personal pronoun is used as a subject or as an object of a sentence (example:Ridwan is clever boy. He is at the firs rank at his school)

b) Possessive pronoun

(example : This is my English book and that is yours.)

c) Reflexive pronoun

Reflexive pronoun is used to show the cause of an action that act by a subject impacts to he himself (example :I cut <u>myself</u> when I was shaving this morning).

d) Emphatic pronoun

Emphatic pronoun is the same pronoun as reflexive, but it function to strengthen the subject of a sentence (example : We <u>ourselves</u> can do it well).

4. **Adjective**

Adjective is the words used to describe persons, places, and things. The words tell us what a thing is like. In brief, the basic function of adjectives is to modify noun. Generally, there are three kinds of adjective. Effendi (2008) asserted that "they are ordinary adjective, causative adjective, and modified adjective". From this statement, it is known that adjectives are various.

a) Ordinary adjective

Ordinary adjective means the adjective comes from itself. They are entirely printed in dictionary (example: That is <u>good</u> idea)

b) Causative adjective

Causative adjective means the adjectives are modified from verb because of casual influence. These adjectives are classified into

two types, active causative adjective and passive causative adjective.

Active causative adjective is derived from verb + Ing (example: My father is an <u>educating</u> person). Passive causative adjective (example We are <u>educated</u> people).

c) Modifies adjective

Modifies adjective is adjective that is derived from noun. This modified adjective is included in compound noun (example: Ana is <u>beautiful long hair girl)</u>

5. **Adverb**

Normally the meaning of a qualifier is a word that portrays or alters a verb, a modifier, or another intensifier. Adverbs are difficult to portray in light of the fact that the mark verb modifier alludes to a wide range of short of words that play out an assortment of capacities. Verb modifiers can change anything in a sentence. Verb modifiers are for the most part assembled into subcategories, as per their capacity, with respect to illustration we find in the accompanying table.

Manner	Frequency	Times and Place
Quickly	Often	Now
Happily	Always	Here
Silently	Sometimes	Later

6. **Preposition**

A preposition describes a relationship between different words in a sentence. In self, a word like "in" or after is somewhat

insignificant and difficult to characterize in simple words. According to Richardset.al, preposition may express such meaning a possession (example: The leg <u>of</u> the table)

7. **Interjection**

Interjection is also termed exclamation (exclaiming sentence), as even though it may stand in the form of a single word, still it means a sentence it has a clear meaning. The basic function of interjection is to express emotion (example: Run! Get the doctor).

8. **Conjunction**

Conjunction functions to join words, phases, and clauses. It is applied to connect two similar or equivalent words or sentences (parrallism) in order not to be boring or monotonous in usage (example: You <u>and</u> I are classmate.

7) **The concept of Narrative text**

Kane said that the narrative is a meaningful sequence of event told in worlds, Kane (2003). The content of narrative text is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristic.

According to Herman (2012), narrative is somebody telling somebody else, on some occasion, and for some purposes, that something

happened to someone or something. He also said the narrative is often treated as a representation of a linked sequence of event.

Quoted from Anderson (2002). Floriasi stated that example of narrative text includes: myths, fairytales, science fiction, and romance novels. The generic structures of narrative text are as follows:

a. An orientation (can be paragraph, a picture of opening chapter) in which the narrator tells the audience about what, when, and where the action is happening.

b. A complication that tells the beginning or the problem which leads to the crisis of the main of participant.

c. An resolution provides that final series of the events either in happy or and ending.

There are many different types of narratives including: humor, romance, crime, real-life fiction, diary, novels, and adventure. There can be combination of narratives within each of these different types.It can be concluded that narrative text tells a story, entertains the audience, take the audience to think about an issue, and also teaches them a lesson. Narrative text involves imaginative thought and fictive stories to present a story by showing sequences of events. It spreads the sequences one by one to get an awesome story. Example of narrative text :

Bawang Merah and Bawang Putih

There was a beautiful girl called Bawang Putih, She lived with her cruel step-mother and a naughty daughter, Bawang Merah. Both of them always treated Bawang Putih rudely as if she were a servant. Bawang Putih had to do all the house duties all day long, such as cooking, sweeping, washing their clothes, while they were going around, shopping. Bawang Putih often cried in her room. She really missed her mother. In one morning, Bawang Putih washed clothes in the river. But she panicked to find out her step-mother's favorite gown. She walked along the river to find it. While searching for the clothes near a forest, she met a kind hearted giant. The sky was turning dark, so the giant asked her to stay in its house for a night. Bawang Putih helped the giant to clean its house. The giant really liked her because she was very diligent, then it gave her two gourds as a reward, a small one and a big one. Bawang Putih told it that she just wanted to help not a reward, so she chose the small one. When she opened, it was full of gold and jewelry.

When she returned to home, Bawang Putih step-mother was very happy and grabbed the gold and jewelry from her. But she was so greedy that she asked Bawang Merah to act as Bawang Putih in order to get the jewelry. But even she acted like Bawang Putih, the giant still knew her laziness and it really hated her. But the giant still gave her two gourds. Unlike Bawang Putih did, because of her greediness, Bawang merah chose the big one. Unfortunately it was full of snakes, not gold and jewelry as she wished.

Based on the type of text above, there are several types of text made in comparison in the ability of parts of speech students in writing skills, they are :

1) Descriptive text

Descriptive text is one of the genres that describes the features of someone, something, or a certain place. It is used to tell what the subject looks, sounds, tastes, feels, or smells like. The purpose of teaching descriptive text to know the students' ability in describing person, place or something. Deep knowledge about descriptive text is

could be seen in the students' ability in writing features and social function. A good writing does not only require the writer to communicate his/her ideas into writing but it demands his to be proficiencies in grammar, vocabulary and mechanics. Besides, deep knowledge of descriptive text could be seen in the students' mastery of parts of speech in prewriting, writing, and rewriting of descriptive text. According to Simon and Schuster, descriptive text should use words that appeal to five sense: smelling, touching, hearing, tasting, or offering. According to Syafi'iet al, descriptive text is the text containing the description of a place, a thing, or a person.

2) Recount text

Recount typically tells to entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that is used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports (Ken Hyland, 2004; 29). Recount text is based on the life experiences and familiar language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture. Personal letters to friends are often recounts of experience.

8) The Relationship between Students' Parts of Speech and their ability in Writing Narrative text

According to Raimes (1983), writing can help everyone reinforce the aspects in language such as : grammatical structure, idioms, vocabulary, parts of speech.According to Mac Fadyen Heather (2007), between the parts of speech and writing, there is such as correlation. Parts of speech are sentence elements that work together to make up a sentence. Just as a car is not a functioning car without all of its synchronized parts working together, a sentence is not a functioning sentence without the correct usage and combination of its essential parts of speech. The difference is that not all basic sentence parts or parts of speech have to be included all of the time to actually make up a complete and functioning sentence, but its parts do have to work together accurately for a writer to convey his or her intended ideas. The basic parts of speech include: Noun, Pronoun, Verb, Adjective,Adverb, and Preposition.

According to John Langan (1987), Narration is story whether we are relating a single story or several related ones, the narrative itself has language features such as of thinking verbs,feeling verbs, verbs of sense, the use of saying verbs, the use of action verbs, the use of connectives and the use of noun. Those language features are elements of parts of speech.

B. Relevant Research

There are so many relevant researches which have relevancies to the research about parts of speech and writing ability. Relevant research is required to observe some previous researcher conducted by other writers in which they are relevant to our research itself.

First, Khusnul Khotimah conducted a research is *The correlation between mastery of parts of speech and reading comprehension ability of sixth semester students of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau 2005*. She wanted to find out the students' parts of speech mastery and their reading comprehension. She took 43 students as the sample of her research by random sampling technique. The mean score of the students' reading comprehension was 44.88 and standard deviation was 13.38. based on the analysis of data, she concluded that there was a significant correlation between students' mastery parts of speech and their reading comprehension.

Second, the research was conducted by Junaidah (2004) *entitled The correlation between students' parts of speech and their speaking Ability at SMAN 12 Pekanbaru.*The research design was a correlational research. She found that the parts of speech mastery level of the second year students at SMAN 12 Pekanbaru was categorized into enough level. So , she concluded that there are was no significant correlation between students' parts of speech and their speaking Ability at SMAN 12 Pekanbaru.

The last, the research was conducted by Rina Puspitasari entitled "*The Correlation Between Understanding Parts of Speech and Comprehending Reading Ability*". The aim of the research was to find out whether or not there is a positive and significant correlation between their understanding parts of speech and comprehending reading ability in the second grade students of SMPN 36 Purworejo in academic year of 2012/2013. The study type of this research was correlation study. Correlation study was on part of ex-post facto study because the researcher did not manipulate the data. The researcher took 48 students among the population of 199 students. The instruments of the research was the test, researcher got the data using understanding parts of speech test and reading comprehension test. The main results of this research were (1) the mean of students' understanding parts of speech test was 66.76, (2) the mean of students ability in comprehending reading was 68.54, (3) the value of *r obtained* was higher than *r table* (0.294>0.284). Thus, the hypothesis showed that there was a positive and significant correlation between their understanding part of speech and comprehending reading ability, the test score was 0.294. it means that there is low correlation between students' understanding parts of speech and students' ability in comprehending reading.

C. Operational Concept

According to Syafi'i (2003), operational concept is empiric points from theoretical concepts on all of variables that should be operated.This research was a correlational research which focused on gaining the significant

relationship between students' parts of speech mastery and their ability in writing narrative text at first year of Senior High School 12 Pekanbaru. There were two variables used in this research, namely independent variable refers to parts of speech and dependent variable refers to students' writing narrative text ability at the first year of Senior High School 12 Pekanbaru. In operating the variables, the writer worked based on some indicators. First is the independent (X) variable (students' parts of speech).The indicators are:

1) Students are able mastery parts of speech of nouns in narrative text.

2) Students are able mastery parts of speech of verbs in narrative text.

3) Students are able mastery parts of speech of adjectives in narrative text.

4) Students are able mastery parts of speech of adverbs in narrative text.

5) Students are able mastery parts of speech of pronouns in narrative text.

6) Students are able mastery parts of speech of conjunctions in narrative text.

7) Students are able mastery parts of speech of interjections in narrative text.

8) Students are able mastery parts of speech of prepositions in narrative text.

Then, the indicators of students' ability in writing narrative text as a dependent (Y) variable are:

1) Students are able to write the identification of the narrative text.

2) Students are able to use the appropriate words in writing narrative text.

3) Students are able to use simple past tense in writing narrative text.

4) Students are able to use the proper spelling, punctuation, and capitalization in writing narrative text.

D. Assumption and Hypothesis of The Research

1. The Assumption

Before formulating the hypothesis as a temporary answer of problems, the writer would like to present assumption as follows:

The better the students' mastery parts of speech, the better the students writing narrative text will be.

2. The Hypothesis

a. The Null Hypothesis (Ho) : There is no significant correlation between students' parts of speech mastery and their ability in writing narrative text of the first year at Senior High School 12 Pekanbaru.

b. The Alternative Hypothesis (Ha): There is a significant correlation between students' parts of speech mastery and their ability in writing narrative text of the first year at Senior High School 12 Pekanbaru.