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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Definition of Writing

There are many definitions about writing explained by experts. According to Oshima and Ann Hogue (2007, p. 15), writing is a process of adopting a language skill; it is a going creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Another definition is given by Hegarty (2000, p. 5) that writing takes up the least of our time; it is by far the most complex and difficult language arts skill to master.

Then, McDonald (2002, p. 7) also states that Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Furthermore, Medwell, Wray, Minns, Griffiths, and Coates (2009, p. 114) said that Writing often seems a very mysterious process. When we write, somehow or other ideas which are in our heads, perhaps only in the very vaguest of forms, have to be shaped into coherent representations in language and transferred on to paper, screen or other media, so then they can be inspected by some other persons.

According to Nunan (2003, p. 89), each candidate will be required to write short English composition, correct in spelling, punctuation,

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grammar, and expression in which the subject to be taken from such work of standard authors will be announced from time to time. It means writing is not a simple work, in writing the writer should consider about the use of spelling, punctuation, grammar and expression.

From the definitions above the researcher can conclude that writing is one of the important skills in learning a language, besides listening, speaking, and reading skills that need more attention from the students. This skill requires the learners to know, express or to organize the ideas and thought on how the grammatical form and syntactic patterns. Writing is also a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything existing in our mind. It is written on a paper or a computer screen. A piece of writing is always possible to review and revise more than one time.

2. Writing Narrative Paragraph

A paragraph is a unit of information, organization of written language, which contain a main idea and is supported by other ideas in sentences. According to syafi'i et.al (2014, p. 1), a paragraph is a unit of information in writing unified by a central idea. A paragraph is considered good only if the reader completely understands the unit of information, it's content, and if it's central ideas is completely developed.

Narrative paragraph is one of paragraphs in writing English. It has fuction to entertain or amuse the readers and tell stories in the past events. According to Syafi'i (2011, p.53), narrative is storytelling, whether tells a

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true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event. In addition, Another opinion comes from Checkett (2010, p. 177), he said that narration is simply the telling of a story, either to entertain or inform a reader. The stories in narrative paragraphs can be fiction (made up) or nonfiction (the retelling of an incident that actually happened). It means that a narrative paragraph is a story which tells about fiction and non-fiction that can be happen in daily life, for example: story about Malin Kundang or Toba Lake.

Narrative is an imaginative story to entertain the readers. It is supported by Kalayo (2007, p. 130), the purposes of narrative paragraph are to entertain, create, stimulate, motivate, guide and teach.

From the quotation above, the researcher concludes that narrative is storytelling, whether tells a true story or fiction. It involves a sequence of related events. There are many types of narrative, such as folktales, fairytales, fables, legends, science fiction, modern fantasy, short stories, picture-story books, and ballads. According to Reid (1982, p. 24), a narration is story writing. When you write a narrative paragraph, you write about event in the other that they happen, you use time order to entails following a time sequence or chronological order.

Narrative is usually organised to include:

- a. Orientation, in this stage the writer introduces the main characters in a setting of time and place.

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- b. **Complication:** In this stage a sequence of events, which may begin in a usual pattern, changed in some ways so that the pattern of events becomes a problem for one or more of the characters.
- c. **Resolution :** in this stage the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main characters has changed as a consequence of the experience.

Common grammatical features of narrative text include:

- a. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.
- b. Use of adjectives to build noun groups to describe the people animals or things in the story.
- c. Use of conjunctions and time connectives to sequence events through time.
- d. Use of adverbs and adverbial phrases to locate the particular incidents or events
- e. Use of past tense action verbs to indicate the actions in a narrative
- f. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

The assessment of students' ability in writing narrative paragraphs are as follows:

- a. The students are able to develop background knowledge of a narrative topic appropriately.

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- b. The students are able to write orientation clearly.
- c. The students are able to write complication coherently.
- d. The students are able to write resolution clearly.
- e. The students are able to use past tense correctly.
- f. The students are able to use adverb of time correctly
- g. The students are able to use connectors of time correctly.
- h. The students are able to use vocabulary appropriately.
- i. The students are able to use spelling and punctuation correctly.

3. Teaching Narrative Paragraph

Teaching writing is one of the important things in process of teaching and learning English. Because, writing is a part of skills that must be mastered by students in learning English besides, speaking, reading, and listening. Actually, teaching is complex and controversial profession. Teaching writing is not easy. A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking; like any skill, it can be learned (Langan, 2005, p. 12). It means that teaching writing has many steps and processes. It is started from thinking the idea until writing to the paper based on the topic. It is supported by Lindsay (2011, p. 9) that the first step in getting started is to realise that your problem is not so much how you are going to start, but how you are going to finish.



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Teaching writing as teaching the other skills such as speaking, listening, and reading is needed very much. According to Coulmas (2003, p. 1), Writing has been with us for several thousand years, and nowadays is more important than ever. Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills.

In addition, teaching writing in the classroom means that the teacher gives the explanation to the students how to write in good order and get them to write. Then, the teacher should assess students' writing to measure how well students' achievement in writing is. The standard competence of English language for the second grade of State Junior High School has stated that students should be able to communicate oral and written in the form of *recount, narrative, descriptive and procedure*. It means the teacher should teach the students to write some kinds of paragraph: *recount, narrative, descriptive, and procedure*. But in this research, the researcher will only focus on teaching writing narrative paragraph.

4. Writing Assessment

The students' ability in writing essay text can be measured by using writing assessment. Assessment is gathering of information about students' learning. it can be used for formative purpose to adjust instruction or summative purpose: to render a judgment about the quality of students' work. It is a key of instructional activity, and teachers engage

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it every day in a variety of informal and formal ways. Assessment of student's writing is a process. Assessment of student's writing and performance in the class should occur at many different stages throughout the course and could come in many different forms. According to McKay (2011, p. 245), writing as a process involves the pre-writing, writing, revising and editing processes that writers go through to produce a piece of writing.

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses. Allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs – to name some of the more obvious. Giving the high stakes nature of many of these assessment purposes is crucial that assessment practices are guided by sound principles to insure that they are valid, fair, appropriate to the context and purposes for which they are designed. This position statement aims at providing that guidance.

To assess students' writing, the researcher used assessment adopted from teacher's assessment, it is shown in the following table:

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Assessment Aspect of Writing Narrative Paragraphs

No	Aspect Assessment	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Language Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling and Punctuation				
<i>Total</i>					
<i>Maximum score</i>		20			

Adopted from the teacher's assessment

Explanation of score

1. Incompetent
2. Compotents enough
3. Competent
4. Very competent

$$\text{Final Score} : \frac{\text{Total Score}}{\text{Maximum}} \times 80$$

In conclusion, the students' ability in writing essay text can be measured by using writing assessment. Assessment is the gathering of information about students' learning. It can be used for formative purposes to adjust instruction or summative purpose: to reader a judgment about the quality of student's work. It is a key of instructional activity, and teachers engage in every day in a variety of informal and formal ways.

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5. Draw Label Caption Strategy

The Draw label Caption is pre-writing strategy that can help students to generate their ideas before writing a narrative paragraph, fictional story or a personal narrative. It can also be used to introduce new vocabulary. The basic technique is that students draw a picture, then label everything the picture. In short, we should follow three steps to apply this strategy, namely, drawing, labeling and captioning.

Drawing is the first step draw label caption strategy. According to Peha (2003), definition of draw is make a quick pencil sketch of your scene. This is a rough sketch a quick picture, they give themselves chance to focus on their topic and their writing is richer and has more detail.

Labeling is the second step in draw label caption strategy. According to Peha (2003), Label is create a one or two word text label for each item in your drawing. Ask the students to label everything they can think of, even different parts of things. Labeling has function to give information about their drawing.

Caption is the third step in the Draw Label Caption strategy. According to Peha (2003) mentions Caption is write a single sentence underneath the picture that tells what is happening in the picture.

In conclusion, the Draw Label Caption is a pre writing strategy that has three steps, that is: drawing picture, labeling the pictures and caption the label into sentence. The Draw Label Caption can really help a student to more focus on their topic of writing.

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6. The Advantages of Draw Label Caption Strategy

One of the advantages of this strategy is that every learners can do it well. The act of choosing a focus for one's writing is very important and this strategy is ideal to help writers of all ages and abilities solve the problem (Peha, 2003, p. 12)

Besides, drawing can really help students write. When students take a few minutes to sketch a quick picture, they give themselves a chance to focus on the topic and that can make their writing richer and more detailed. Then, Draw Label Caption also stimulates the brain to grow in the areas that learn how to observe.

7. Procedures of Draw Label Caption Strategy

Every teacher needs a safety net, a strategy or activity. According to Peha (2003, p. 35), the Draw Label Caption Strategy is a simple Pre-writing exercise that everyone can feel successful with.

The are some procedures of Draw Label Caption strategy as follows:

- a. Teacher introduces Draw Label Caption strategy to students.
- b. Teacher chooses an appropriate topic that can be applicated into Draw Label Caption strategy.
- c. Draw. Teacher asks the students to make a quick pencil sketch of their scene that relates to the topic which is given by the teacher. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as they can.

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- d. Label. Teacher asks students to create a one- or two-word text (phrases) label for each item in their drawing. Label every detail they can think of, even defferent parts of things.
- e. Caption. Teacher asks the students to write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if they are up for it.
- f. Teacher asks the students to turn sentences into paragraph.

B. Relevant Reasearch

Based on Syafi'i (2013, p. 103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you on conducting. There are some relevant researches that have been conducted by previous researchers as in the following:

First, the research conducted by Della Triana Eka Putri was entitled "The Effect of Using Draw Label Caption Technique Toward Writing Ability on Descriptive Paragraph on The First Year Students at MTS Al-Huda Pekanbaru". Based on his research finding, she found that the DLC technique could be reflected. It means that using draw label caption (DLC) technique gave more positive effect in increasing the students' descriptive paragraph writing ability at the eight grade students of MTS Al-Huda Pekanbaru. The research done by Della Triana Eka Putri

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has the similarities and differences with the present research which used experimental study that consisted of two variables, X and Y. The technique is the same, it is Draw Label Caption technique and the differences is the variable Y, she used the techniques for teaching writing on Descriptive paragraph.

Second, the research conducted by Henri Rinansyah was entitled “Using Draw Label Caption Technique to Improve the Ability of the Second Year Students SMA 4 Pekanbaru in Composing Hortatory Exposition Text”. From the research, he found that Draw Label Caption Technique could improve students’ writing ability in writing hortatory exposition text. It was clearly proven by the improvement in average score of the students from 48.89 in pretest up to 72.09 in posttest. The similarity between Henry’s research and this research is the variable X, both of the researches use Draw Label Caption Technique and the difference is variable Y, Henry’s research was about hortatory text and this research was about narrative paragraph.

C. Operational Concepts

The operational concept is used to clarify the theories used in theoretical framework of this research. Therefore, the writer is needed to clarify briefly the variables used in this research. The variables are:

1. Draw Label Caption serves as an independent variable. It is symbolized by “X variable” as follows (Peha, 2003) :

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- a. Teacher explains first understanding about narrative paragraphs (generic structure and language features)
 - b. Teacher introduces Draw Label Caption Strategy to the students.
 - c. Teacher chooses an appropriate topic that can be applicated into Draw Label Caption strategy.
 - d. Teacher asks the students to write on their paper related to the topics which is given by the teacher.
 - e. Teacher ask students to label based on the teacher's draw
 - f. Teacher asks the students to caption on written English on their paper. It can be very simple sentences.
 - g. Teacher asks the students to turn sentences into paragraphs.
2. Students' ability of writing narrative paragraphs serves as dependent variable. It is symbolized by "Y variable", based on the syllabus of the eight grade students at state Junior High School 14 Hangtuh Pekanbaru that can be seen as follows:
- a. The students have the ability to identify vocabulary and grammar related to narrative paragraphs based on the topic selected.
 - b. The students have the ability to identify simple sentences in written form related to language features of narrative paragraphs (the use of simple past, adjective, and adverbs)
 - c. The students have the ability to identify spesic information of writing narrative paragraphs about experience, story, legend, or

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narrative ever heard. Writing based on photos or popular story pictures.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the theories and the possibilities described in the theoretical framework and operational concept, the writer has a strong assumption that the better Draw Label Caption (DLC) strategy is applied, the better result of writing narrative paragraphs will be.

2. The Hypothesis

According to Kothari (2004:185), the null hypothesis is generally symbolized as H_0 and the alternative hypothesis as H_a .

- a. H_a : There is a significant difference between students' ability in writing narrative paragraphs taught using and without using Draw Label Caption strategy at State Junior High School 14 Pekanbaru.

H_0 : There is no significant difference between students' ability in writing narrative paragraphs taught using and without using Draw Label Caption strategy at State Junior High School 14 Pekanbaru.

- b. H_a : There is significant effect on students' ability in writing narrative paragraphs of using Draw Label Caption strategy at State Junior High School 14 Pekanbaru.

H_0 : There is no significant effect on students' ability in writing narrative paragraphs of using Draw Label Caption strategy at State Junior High School 14 Pekanbaru.

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