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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Writing Ability

Writing is a process of producing words and sentences in a form of written language. It should be readable and understandable by the readers. Murcia (2001, p. 213) said writing is a skill which enables a learner to plan and to rethink the communication process. It is the mental work of inventing ideas, thinking about expressing them, and organizing them into statements and paragraphs that will be clear to reader. A writer must have good ideas, feelings, opinions, and be creative in his own thinking to make a reader understand and be satisfied.

Halliday in (Nunan 1991, p. 85) has pointed out that speech is no less structured or complex than writing. It means that the students must understand what aspects involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these aspects in the correct form of writing. So, students are required to share information in his writing clearly to make the readers understand their writing easily.

Based on the ideas above, writing is a process of producing words and sentences in the form of written language to share ideas, opinions, thoughts and feelings to be read and understood by the readers.

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According to Carroll (1993, p. 7) ability can be regarded as a trait to the extent that it exhibits some degree of stability or performance even over relatively long period of time. So, concept of ability is closely related to skills, competence, perform, and capacity of someone to do something. The definition of ability in this research refers to ability to generate ideas. Writing ability is a specified ability which helps writers to put their ideas into words in meaningful form and interacts with the message. According to Reid (1993, p. 28) writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In writing we could express our feelings or inform something to someone without speaking. It means that the communication is not only done by oral but also written form.

Being able to write is very important because writing is one of the core skills for success in education. The ability to write becomes an indispensable skill in students' life. Ability is a skill to do something, therefore writing ability can be defined as a skill to express ideas and knowledge of one person to convince the readers in written form. According to Hughey (1983, p. 38) writing ability is the sum of our abilities to link words and thoughts in order to express ourselves in the most complex of medium.

In brief, writing ability is a capability in delivering the ideas, thoughts, and feelings to the readers in the written form understandably. Writing ability is an important skill in which the students must master it. It means that if the students are not able to master the aspects which are needed in writing ability

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skill as needed by the curriculum itself, so the learning of writing cannot be running well and effective.

2. Types of Writing

According to Jordan (2007, p. 5) there are five types of writing :

- a. Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding.
- b. Narrative writing accounts for personal or fictional experiences, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.
- c. Persuasive writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer takes a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.



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- d. Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more at the senses.
- e. Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

3. The Components of Writing

There are some components of writing that should be considered by the writers. These components will determine whether our writing product is good or not. That is why it is very crucial to understand well the components of writing. Jacobs (1981, p. 92) stated that there are five components of writing as follows:

a. Content

Writers need to think creatively what they are going to discuss in their writing. The description of content is knowledgeable, substantive, and relevant ideas.

b. Organization

Organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized, and cohesive.

c. Vocabulary

It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sounds and to respect their importance.

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Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

d. Language Use

Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions. Are sentences well-formed and complete? is there basic agreement between sentence elements: auxiliary and verb? subject and verb? adjective and noun?. Then, other questions will appear asking the components of language use above.

e. Mechanics

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling is always making a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

Based on the definition above, it can be concluded that writing is a way to communicate between a writer and the readers in written form, so a writer has to make the communication clearly by paying attention to the components of writing carefully.

4. Teaching Writing

Teaching writing refers to the activity of teacher in guiding his/her students to become good writers. In teaching writing, the students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Here, the role of teacher takes the important part. The teacher needs to

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understand well who his/her students are and how their ability. Then, it will be easy to find the effective strategies to be applied in writing class. Besides, suitable materials are also easy to be found.

Becoming a good teacher of writing is not easy as it sounds. There are some principles that should be considered by the teacher in which these principles become the guide lines to achieve the goals of teaching writing.

Nunan (2003, p. 92) described the principles of teaching writing as follows:

a. Understand the students' reasons for writing

The teachers need to understand and convey the teachers' and the school's goals of study to make sense for the students. It means that the teacher should consider what the focus of writing is so that there is no dissatisfaction with writing instruction in writing class.

b. Provide many opportunities for students to write

Writing always improves with practice. The more practice, the more skill will be reached. The role of teacher here is carefully to create the lesson plans and make sure that the time for writing practice is completely enough. In addition, writing practice should provide students with different type of writing as well as possible. It can be journal entries, letter writing, summaries, poetry or any type of writing that teachers find useful to be practiced in writing class.

c. Make feedback helpful and meaningful

Helpful and meaningful feedback refers to the understandable comments that the teachers give to the students. As the result, they will pay

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attention much on it and try to correct the errors. Besides, the teachers may use any kinds of strategy to response the students' writing such as written comments, individual conferences, taped responses, typed summary responses, and so forth. Finally, the teachers should provide helpful and meaningful feedback that is understandable in order to construct students to look for problem and correct them on their own.

d. Clarify how the students' writing will be evaluated

It is very important to avoid discrepancy between the students' work with the teacher's assignments. So, the teachers should make the clear evaluation rubric to evaluate the students' writing products. Therefore, they will know where their mistakes belong.

In conclusion, teaching writing is the activity of teacher to improve the students' ability in writing by using appropriate strategies and suitable materials. Then, the teacher should guide their students to become a good writer. The students will learn how to write any kinds of texts, paragraphs, sentences, even words effectively. Good writers go through several steps to produce a piece of writing. Moreover, Steve Peha (2003, p. 15) pointed out that there are six stages of writing process, they are pre-writing, drafting, sharing, revising, editing, and publishing. These stages are explained as follows:

1. Pre-writing

What is pre-Writing? As it is name implies, pre-writing is any writing we do before we start writing. It is also a way to get ideas. We all do a little bit

of thinking before we write. Therefore, pre-writing is a time that we can use to experiment, to jot down a few quick ideas, to try out something new without having to try very hard, to take a little time to gather our thoughts and choose a direction before we start drafting.

What we do in pre-writing stage is doing what we need. We can read, make notes, scribble random thoughts or even make a web or a story map. We can do anything that will help us come up with good ideas for writing. It does not really matter what we do, as long as it involves turning on our brain and thinking about our topic. Finally, just write down whatever pops into our noggin. As the conclusion, in pre-writing step we try to choose a topic then make some notes about it.

2. Drafting

Drafting is something that is not finished yet. When we have thought about ideas during pre-writing, we may have even written a few notes about, now just let yourself go to write. Besides, drafting is a stage when we should start writing whatever in our mind and do not stop.

3. Sharing

Sharing means just what it says; sharing our work with other people and getting some feedback about how we are doing. For instance, most writers in a writer's workshop get response from other writers when they share their work in front of the whole group. Our piece does not have to be finished for us to share it. In fact, it's probably better for us to share it several times long before it is done, so we have a chance to make changes based on the

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comments that are received. In conclusion, in sharing stage we need to find our criteria, get other opinions and then think it over.

4. Revising

The word “revise” literally means “to see again”. This is what revising is all about. Having received comments about our piece during the responding stage, we can better see our writing now from the readers’ point of view. That’s the key. Up to this point, we have probably been more concerned about ourselves, what we wanted to say, how we felt about it, and things we wanted to conclude.

Revising is hard because it involves four distinctly different things we should do all at the same time: (1) Adding things; (2) Moving things; (3) Cutting things; and (4) Leaving things alone. We may read over a sentence, decide to add a few words here and there, realize that we need to move things around, then cut some words that do not belong, and all the while we are thinking about what we can leave alone. Besides, revising is the most important stage in writing process. It is where we should be spending most of our time so that revising will help us more than anything else to improve.

5. Editing

Editing refers to the only one thing: taking care of any problems we have with writing conventions like spelling, punctuation, grammar, and usage. It is also a hard stage. Because it needs more things than we can learn in any one of year in school. We should know a lot of words, understand how to use every type of punctuation needs, and so forth. Therefore, what we need to do

in editing stage is that finding errors, making corrections, and producing clean copy.

6. Publishing

Publishing stage is a chance to prepare our writing to be reached by the audiences. But it is not necessary to publish our writing if we mind to. Moreover, publishing can be a very satisfying part of writing. It's fun to see our work all dressed up in a cool cover. In addition, the main point of publishing is to make our writing as readable as possible to our audiences.

After the students knew the process of writing and how in producing a good writing, the students also needs to know what the purposes of their writing are and who the readers will be. Finally, it makes them become easy to control their ideas, sentences even words in developing a good writing to achieve the purpose of writing. Grenville (2001, p. 10) explained that there are three purposes of writing they are:

1. Writing to entertaint

Writing to entertain is intended to engage the readers feeling. It can be seen in the form of funny stories, surprising actions, or simple quizzes. Besides, entertaining is often used in other purposes of written language. We may see a brief of joke in a newspaper, magazine, even in an academic writing which is the formal one. In addition, writing to entertain takes the form of imaginative writing or creative writing like novels, stories, poems, song lyrics, plays and screenplays.

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2. Writing to inform

It tells the readers about something. Something that is important to be known by the readers including what, where, when, why and how it happens.

It also reports the information as objectively as possible. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. Writing to persuade

Writing to persuade: to give reasons for or against something; to consider the pros and cons; to argue by giving reasons. It also means to convince the readers about something that is necessary to be discussed further.

Related to this purpose, the writers need to assure the readers by showing the logical arguments and some evidences about the topic being discussed. The example of writing to persuade are argumentation text, expository text, speech and articles.

5. The Assessment of Writing

In assessing writing, the teacher cannot measure the students' ability by giving them multiple choice or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' ability in writing. According to Brown (2001, p. 357) the categories for evaluating or assessing writing are: content, organization, vocabulary, language use, and mechanics.

In this research, the researcher used ESL composition profile to assess the students' ability in writing narrative paragraph. Hughey (1983, p. 139) stated that ESL composition profile is an evaluation guide in order to provide

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a point of view, an outline of an ESL writer's success at composing or synthesizing the main elements of writing into a connected, coherent, effective piece of written discourse.

This profile contains five components content: (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). The total weight for each component is further broken down into numerical ranges that correspond to four mastery levels: excellent, to very good, good to average, fair to poor, and very poor. It can be figured out as follows:

Table II.1
Composition for Scoring Writing

| Aspects | Range | Criteria |
|--------------|-------|---|
| Content | 30-27 | <i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to designed topic. |
| | 26-22 | <i>Good to Average:</i> Some knowledgeable of subject,adequate range, limited development of rthesis, mostly relevant to topic, but lack details |
| | 21-17 | <i>Fair to Poor:</i> Limited Knowledge of subject little substance, inadequate development of topic |
| | 16-13 | <i>Very Poor:</i> Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate |
| Organization | 20-18 | <i>Excellent to Very Good:</i> Fluent Expression, ideas clearly stated or supported, well organized,logical sequencing, cohesive |
| | 17-14 | <i>Good to Average:</i> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical butincomplete squencing |
| | 13-10 | <i>Fair to Poor:</i> |

| | | |
|--------------|-------|--|
| | | Non fluent, ideas confused or disconnect, lacks logical sequencing and development |
| | 9-7 | <i>Very Poor:</i> Does not communicate, no organization, not enough to evaluate |
| Vocabulary | 20-18 | <i>Excellent to Very Poor:</i> Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | <i>Good to Average:</i> Adequate range, occasional errors of word or idiom form, usage but meaning nit obscured |
| | 13-10 | <i>Fair to poor:</i> Limited range, frequent errors of word or idiom form, choice usage, meaning confused or obscured |
| | 9-7 | <i>Very Poor:</i> Essentially translation, little knowledge of English vocabulary, idioms, word form, or enough to evaluate |
| Language Use | 25-22 | <i>Excellent to Very good:</i> Effective complex construction, few errors of agreement, tense, number, word order of functions, articles, pronouns, preparations |
| | 21-18 | <i>Good to Average:</i> Effective but simple constructions, minor, problem in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured |
| | 17-11 | <i>Fair to Poor:</i> Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and fragments, deletions, meaning confused or obscured |
| | 10-5 | <i>Very Poor:</i> virtually no master of sentence construction rules, dominated, by errors, does not communicate, not enough to evaluate |
| Mechanics | 5 | <i>Excellent to Very good:</i> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |

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| | |
|---|---|
| 4 | <i>Good to Average:</i> Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured |
| 3 | <i>Fair to Poor:</i> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. |
| 2 | <i>Very Poor:</i> No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate |

(Hughey, *et al.* 1983, p. 140)

6. Literature of Curriculum

The curriculum is a basic educational component in teaching and learning process. Islamic Senior High School Darul Hikmah Pekanbaru is one of the Islamic Senior High School in Riau. This school used Curriculum 2013 for the tenth grade and eleventh grade and the twelfth grade used School-Based Curriculum. In teaching English, this school developed speaking, reading, listening, and writing skill, but the researcher focused on writing skill learned by the students.

For the tenth grade of Senior High School, the basic competence that should be achieved in the writing English subject was that the students had ability to analyze social function, text structure, and language feature of the narrative text like write a simple legend, according to context use. The indicators of students' ability in writing are the students' ability to develop and to employ the content, organization, vocabulary, language use, and mechanics.

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7. The Concept of Action-Feelings-Setting Strategy

1). The Definition of Action-Feelings-Setting Strategy

Action-Feelings-Setting is a strategy that helps teacher in teaching writing, especially for teaching narrative paragraph. Steve Peha (2003, p. 52) stated that Action-Feelings-Setting strategy is a great tool for helping writer describe a scene in a narrative with effective detail. Every narrative story can be fiction or non-fiction and every single scene the readers need to understand the action, feelings, and setting information in order to enjoy when they read a story.

Action-Feelings-Setting strategy is a strategy for making a good narrative paragraph. When the writers used this strategy the story will looked clear and the readers will be satisfied after reading it. The readers will follow the action in paragraph, enjoy the feelings, and know where and when the story happened.

Based on the ideas above, Action-Feelings-Setting is a good strategy for writing that uses some steps of information to help students write a narrative paragraph.

2). Using Action-Feelings-Setting Strategy on Teaching Writing in Narrative Paragraph

Action-Feelings-Setting strategy provides some steps to be applied by the teacher. These steps bring out each word (Action-Feelings-Setting) as the guidelines. The teacher asks the students draw a picture first so they have something to focus on. They work as follows:

- a). Action

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The students describe what it is happening in the story. A sentence or two about the main action is all you really need.

b). Feelings

Then, the students describe the feelings of the important people in this scene. Tell what they are feeling and why they feel that way. Do not forget to describe your feelings in your story.

c). Setting

Finally, the students tell where and when this is taking place. Also, include a detail or two that tells something interesting about what led up to this situation.

Action-Feelings-Setting

1. Start with a picture of yourself doing something. Draw or make a picture in your mind. What are you doing? How do you feel? Where are you?



Action. I'm opening a present. I saved this one for last because I think it's the one I wanted most.

Feelings. I'm excited because it looks like the game console I wanted.

Setting. It's Christmas morning. There's torn paper all over the livingroom. My whole family is watching.

2. Improve the action with the Idea-Details strategy. Put the "action" on the left. On the right, add details in a bullet list.

| IDEA | DETAILS |
|------------------------|--|
| I'm opening a present. | <ul style="list-style-type: none"> • Struggle with the ribbon. • Rip into the paper. • Look for words on the box. |

3. Use the Tell-Show strategy to "show" your feelings. To show your feelings, instead of telling about them, describe how you looked at the time.

| TELL | SHOW |
|--------------|---|
| I'm excited. | <ul style="list-style-type: none"> • My hands are shaking. • My heart is pounding. • I start to sweat. |

3. Put it all together. Use your pre-writing to get started. Make changes. Move things around. Leave things out. Add new stuff. Make it sound great.

Christmas morning. Paper all over the livingroom. My family watching me as i unwrap my last present. It's the game cosole I asked for.

My hands shake as I struggle with the ribbon. My heart is pounding. I rip into the paper and look frantically for words on the box. Nothing. I start to sweat. It's a plain white box. Oh no! I can't believe it! It's a sweater.

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describe the action simply and completely so people will know what is going

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on, describe how people feel, and describe where and when something is taking place in their narrative story.

Based on the definition above, it is clear that the process of Action-Feelings-Setting strategy will make the students easy to write a narrative paragraph.

3). The Advantages of Action-Feelings-Setting Strategy

As the explanation before, Action-Feelings-Setting strategy can assists the students in writing narrative paragraph. Therefore, the researcher explains the advantages of Action-Feelings-Setting strategy as follows:

- 1) Action-Feelings-Setting strategy helps both teacher and students in writing narrative paragraph through the steps provided.
- 2) Action-Feelings-Setting strategy also guides the students to organize their ideas during the process of writing.
- 3) The students will be easy to gather all information by using Action-Feelings-Setting strategy to become a good narrative paragraph.

In conclusion, Action-Feelings-Setting strategy is a good strategy that gives some advantages to teachers and students in writing narrative paragraph.

As the result, it can be one of the effective strategies used by the teachers in teaching narrative paragraph.

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8. The Concept of Narrative Paragraph

1). The Definition of Narrative Paragraph

Simon and Schuster (1994, p. 321) stated that narrative paragraph tells about fiction and non-fiction, it gives an account of one more experience and tells ideas or experiences of the author. However, a narrative paragraph often tells a story in order to illustrate or demonstrate a point. There are many types of narrative paragraph such as folktales, fairytales, fables, myths, legends, science, fictions, and short stories.

According to Wadirman (2008, p. 98) narrative paragraph is to amuse, to entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Furthermore, Syafi'i (2013, p. 47) said that narrative is storytelling that displays emotion that tells a true or fiction story.

It means that narrative is story in which the story can be true story or fiction story where displaying feeling is the important one. So, the reader can feel sadness, happiness, anger, pain, or joy naturally.

2). Generic Structure of Narrative Paragraph

To write the narrative paragraph, the writer should know the generic structure of the story. They are stated as in the following points:

- a). Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

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b). **Complication:** it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication.

c). **Resolution:** it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters.

3). Language Features of Narrative Paragraph

- a). **Specific participants:** often individual, participant with the defined identities. Major participants are human or sometimes animals with human characteristic.
- b). **Past tense form:** because we are describing things that happened in the past.
- c). **Words giving details of people, animals, places, things, and actions,** such as adjective and adverbs.
- d). **Connectors of time** such as last week, then, etc.

B. The Relevant Research

According to Syafi'i (2013, p. 94) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, informs the design, finding and conclusion of the previous research, they are:

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1. The relevant research of this study was conducted by Erika Yulia Puspitasari entitled "The Use of Picture Series to Improve the Writing Skills of Tenth Grade Students of SMA N 1 SRANDAKAN in Writing Narrative Texts in the Academic Year of 2013/2014". She explained that it is better to use picture series as one of the techniques during the process of the teaching and learning of writing, especially narrative texts, since it brings many benefits. Based on the research findings, it was indicated that the writing ability of grade X students of SMA N 1 Srandakan improved after the implementation of picture series in writing narrative texts. It can be seen from the result of the significance level was 0.000 ($p < 0.05$). It means that there was a significant improvement in the implementation of picture series in writing narrative text. Picture series have similarity with Action-Feelings-Setting strategy, their similarity in one of step that is using picture for improving students' ability in writing narrative paragraph. As the result, the students successfully wrote narrative text by using a picture then they actively discussed the topics together in the class.
2. Another relevant research was entitled "Teaching Writing in Narrative Text by Combining Wordless Pictures Books and Quick Write Strategy at Senior High School" by Putri Sadamah Husaini. She tried to combine two strategies above in order to improve students' ability in writing narrative text. She explained that combining wordless picture books and quick write strategy can motivate students in mastering the process of writing and provide them with a good ability in writing. Based on the data from the

research, she found that there was significant effect of using Combining Wordless Pictures Books and Quick Write Strategy in writing Narrative Text at Senior High School. The similarity between her research and the researchers is the strategy which used narrative text.

C. The Operational Concept

In order to avoid misunderstanding and misinterpretation about this research, it is necessary to explain about the variables used in this study. They are the use of Action-Feelings-Setting strategy as the independent variable or variable X and students' ability in writing narrative paragraph as the dependent variable or variable Y. They need to be described operationally by particular words or indicators, so that they can be measured empirically. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. Variable X (using of Action-Feelings-Setting):
 - a. Teacher gives the students topics about narrative paragraph.
 - b. Teacher asks the students to draw a picture first so they have something to focus on.
 - c. Teacher asks the students to describe what it is happening in their story. A sentence or two about the main action really needs.
 - d. Teacher asks the students to describe the feelings of the important people in this scene. Tell what they are feeling and why they feel that way.

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- e. Teacher asks the students to tell where and when this is taking place. Also, include a detail or two that tells something interesting about what led up to this situation.
 - f. Teacher asks the students to write a simple narrative paragraph based on the steps above.
 - g. Teacher asks the students to collect their writing when time is over.
2. Based on previous section, the indicators of students' ability in writing narrative paragraph symbolized by "Y variable" are designed as follows:
 - a. The students' ability to develop the content of writing.
 - b. The students' ability to develop the organization of writing.
 - c. The students' ability to employ the vocabulary of writing.
 - d. The students' ability to employ the language use of writing.
 - e. The students' ability to employ the mechanics of writing.

D. The Assumption and Hypothesis**1. The Assumption**

In this research, the researcher assumes that:

- a. The students' ability in writing narrative paragraph is various,
- b. Teaching strategy can influence the students' ability in writing narrative paragraph.

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2. Hypothesis

H_{a1}: There is a significant difference between the students' ability in writing narrative paragraph without being taught and taught by using Action-Feeling-Setting strategy at Islamic Senior High School Darul Hikmah Pekanbaru.

H_{o1}: There is no significant difference between the students' ability in writing narrative paragraph without being taught and taught by using Action-Feeling-Setting strategy at Islamic Senior High School Darul Hikmah Pekanbaru.

H_{a2}: There is a significant effect of using Action-Feeling-Setting strategy on students' ability in writing narrative paragraph at Islamic Senior High School Darul Hikmah Pekanbaru.

H_{o2}: There is no significant effect of using Action-Feeling-Setting strategy on students' ability in writing narrative paragraph at Islamic Senior High School Darul Hikmah Pekanbaru.