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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Writing

According to Jawi (2011, p. 2), writing is a system for thinking processes and interpersonal communication put on paper using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs.). According to SIL International (1991, p.1), writing is specific ability which helps writers put their thoughts into words in a meaningful form and to mentally interact with the message. According to Bishop (2004, p. 2), writing is like talking, it should be entertaining. Writing can help the students gain independence, comprehensibility, fluency and creativity in writing. In other words, writing is one of the ways to express our ideas besides speaking.

Writing is an activity that can cover the range of uses that students will perform their daily lives that include filling forms, making lists, writing friendly letters and business letters, note-taking and academic writing. According to Dietsch (2006, p. 7), the purpose of writing refers to be clear, expository writing should have both a general purpose (to inform, to persuade, to express, or to entertain) and specific purpose (implied or state). So, identifying purpose early can help the students to keep draft on track and select organization strategies to the compatible ideas.

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Writing process involves a series of steps to follow in producing a finished piece of writing. According to Langan (2001, p. 17), writing is a process that involves the following steps. They are:

- a. Discovering a point (prewriting)
- b. Developing solid support for the point (often through more prewriting)
- c. Organizing the supporting material and writing it out in a first draft
- d. Revising and editing carefully to ensure an effective, error-free paper

Writing skill is one component that is difficult in curriculum of language teaching that has to be taught by English teacher. Writing is social work or the study of situations. According to Marianne and Murcia (2001, p. 207), writing is that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is important in the modern world. According to Nunan (2001, p. 89), writing is used to show that students have to master a particular grammatical rule, rather than have a good idea about the subject matter. According to Nunan (2003, p. 92), the principles of teaching writing as follows:

1. Understand the students' reasons for writing.
2. Provide many opportunities for students to write.
3. Make feedback helpful and meaningful.

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4. Clarify for teacher, and for students, how their writing be evaluated.

Considering the explanations above, it can be concluded that writing is the important skill in learning a language. Writing can help the students gain independence, comprehensibility, fluency and creativity in writing. In other words, writing is one of the ways to express our ideas besides speaking.

## 2. Narrative Paragraph

According to Syafi'i (2007, p. 1), paragraph is a unit of information in writing that is unified by a central idea. From these statements, it can be clarified that paragraph is an essential unit which develops writing. Every paragraph has one idea and every sentence in paragraph must help develop the central ideas. According to Syafi'i, there are five kinds of paragraphs, they are:

### a. Descriptive Paragraph

Descriptive paragraph describes ideas and examples focused on a particular subject. Descriptive paragraph is used to tell what the subject looks, sounds, feels, tastes, and/or smells like. There are several elements to descriptive paragraph. Above all, it should use word that appeal to the five senses: smelling, touching, hearing, or feeling.

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## b. Narrative Paragraph

Narrative paragraph is story telling. Whether it tells a true story of fiction, narrative essay gives an account of one or more experiences. It tells a story to make a point or explain an idea or event. Usually personal and often autobiographical, a narrative typically contains action, dialogue, elaborate details, and /or humor.

## c. Expository Paragraph

Expository paragraph is to give information, explain why or how, clarify a process or define a concept. Expository paragraph gives information and explains a subject, gives directions, or shows how to do something.

## d. Persuasive and Argumentative Paragraph

Persuasive paragraph is to convince the reader should take a specific action. Then, argumentative paragraph is logical appeal to reason: in a strict sense, an argument includes only facts, statistics, and rigorous reasoning.

There are several process of the developing a paragraph. According to Khaterine (2008, p. 201), in order to develop paragraph easily, there are ten processes of writing a paragraph:

1. Prewriting Choices; clustering/mapping, free writing, brainstorming, and using a graphic organizer

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2. Focus; Thesis, one sentence, and main idea for paper
3. Plan for Paper; text pattern topic and details for each paragraph
4. First Draft; rough draft with errors
5. Peer Editing; reading draft aloud to peers for them to listen for a purpose student writes  
“One positive comment” student writes “One helpful comment” to improve/content, focus,support, or transitions
6. Revision; making changes to improve paper
7. Proofreading; correcting errors and making sure all makes sense
8. Final draft; error free paper
9. Self-evaluation; write 1 or 2 sentences explaining what you learned in this assignment
10. Highlight special features as directed or use  
Italics \_\_\_\_\_, Underlining \_\_\_\_\_  
Boldface \_\_\_\_\_ (if using the computer)

According to Brown (1993, p. 6) there are three processes of writing a paragraph:

- a. Preparing to write
- b. Drafting
- c. Revising





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According to Langan (2004, p. 11), a paragraph is a series of sentence about one main idea, or point. A paragraph provides a good example of the well-structured body paragraph. In addition there are four goals of effective writing in paragraph (Langan, 2004, p.13):

1. Make a point.

It means that topic sentence. Topic sentence is the sentence that expresses the main idea, or point of a paragraph. According to Syafi'i (2014, p. 3), topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea: the writer's main idea, opinion, or feeling about that topic.

2. Support the point.

The support point or topic sentence consists of provide specific reasons, examples, and other detail that explain and develop it. According to Syafi'i (2014, p. 4), supporting sentence consist of two kinds: a major supporting sentences and minor supporting sentences. A major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. Then, a minor supporting sentence directly supports the major supporting sentence and at the same time indirectly supports the topic sentence.

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### 3. Organize the support.

The organize support in a paragraph consists of listing order and time order.

### 4. Write error-free sentence

The best of writer needs to use reference materials to be sure their writing is correct. So, when the writers write a paper, keep a good dictionary and grammar handbook nearby.

According to Syafi'i (2007, p.16), narrative paragraph is telling or relating of occurrences or a series of event. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures. According to Kalayo (2007, p. 130), the characteristics of narrative:

#### a. Social purpose

To entertain, create stimulate, emotions, motivate, guide, and teach.

#### b. Generic structure

1. Orientation: introduce main characters in a setting of time and place
2. Complication: problem of the story
3. Resolution: main characters find ways to solve the problem

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## c. Language features

1. Past tense
2. Conjunctions
3. Adverbs
4. Action Verbs
5. Saying verbs
6. Adjectives
7. Nouns

Based on the explanation above, the characteristics help the students to be good at writing narrative paragraph.

Narrative paragraph is an imaginative story to entertain the readers. According to Boardman (2002, p. 54), a narrative paragraph tells a story. The story about one trip and what happened before, during, and after it. It tells stories of shorter or greater length. According to Syafi'i (2007, p. 16), narrative paragraph is telling or relating occurrences or a series of event. It can also be called story telling. According to Kalayo (2007, p. 130), the purposes of narrative paragraph are to entertain, create, stimulate, motivate, guide, and teach. Furthermore, according to Syafi'i (2007, p. 5), all narratives have certain elements in common, they are:

## 1. Unfold over time

Time (chronological order) is most often the organizing principle in a narrative paragraph. Stories and events happen in



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a certain order, and this order must be communicated to the reader.

## 2. Have characters that display some type of emotion

A good narrative essay connects readers to some sort of emotion felt by the essay's subject.

## 3. Center on events more than ideas

Narrative tells a story, but more precisely, it is a story that recounts events as they happened in order to make a point.

## 4. Developing your narrative paragraph

In order to write a good narrative paragraph will have to consider some important points such as:

- a. Selecting an appropriate experience
- b. Deciding on details
- c. Organizing a narration
- d. Guiding your reader's interpretation of the experience

There are many types of narrative paragraph. According to Syafi'i (2013) narrative is the type of text that tells the true story or fiction that gives one account of one or more experiences. It means that narrative text is the text that tells a story of events that have already happened. Hence, the types of the text above are:

### a) Legend

A legend is a narrative human action that is perceived both by teller and listener to take place within human story. Typically, a legend is a short

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traditional and histories narrative performed in conventional mode.

Some define legend as folktale.

## b) Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings.

## c) Fairy tale

Fairy tale is an English language term for type of short narrative. A fairy tale typically features such folkloric characters as fairies.

According to Kalayo (2007, p. 130) the type of narrative are fairytales, legends, plays, science fiction, myths, cartoons, adventure stories. To make all explanation above clearer, here is the example of narrative paragraph adopted from Eva Bearne (2002, p. 92-92):

## Preston's Walk

Once upon a time there was a pig and a wolf. The pig was called Preston but the wolf didn't have a name. One day the wolf was trying to eat Preston up for lunch. Preston was coming home from school when suddenly [with great expression] he remembered his Mum had asked him to go to the shops. Preston said, 'Silly me'. He was doing the shopping when suddenly he dashed out of the shop. He remembered he had left the money in his school desk. 'Silly me. 'He collected the money from his school desk. When he was coming out of the school suddenly he decided to use the back door. He said, 'Much quicker. 'On the way back to the shops he stopped at the park for a little play so he decided to have a little go on the slide when suddenly Billy the Bully shoved past and went down the slide. Preston said, 'oy!' and Billy the Bully said, 'Ha Ha, 'and when he got to the bottom he said, 'oy!' to the wolf and then Preston climbed down from the slide and he went to the shops. When he was coming out of the shops suddenly the shopkeeper called him back to say that he had forgotten his change. 'Silly me. 'The wolf was going to squash him but the wolf got squashed himself. Preston arrived home safely. He said, 'Mum I've had the strangest feeling that someone has been following me,' when



suddenly Preston's Mum turned round and gave Preston a big hug. The end.

In conclusion, Narrative paragraph is story telling. Whether it tells a true story of fiction, narrative essay gives an account of one or more experiences. Therefore, the teacher of English should know many things about narrative because it is crucial for the teacher in order to make students easy to understand the content of narrative paragraph.

### 3. The Nature of Hero Quest Strategy

The strategy of Hero Quest was introduced by Anne Hanson. Hero Quest is a structured strategy, which shows the relationship of ideas, such as brainstorming, in which students produce not at random on paper. According to Goman (2005, p. 3), Brainstorming is the most popular technique for producing lots of ideas. Get visual is one of the effective brainstorming that can be successful. It is productive creative thinking session which is extremely visual. They include mind mapping, sketching, diagrams, cartoons and stick figures. Hero Quest is like a visual design that enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed.

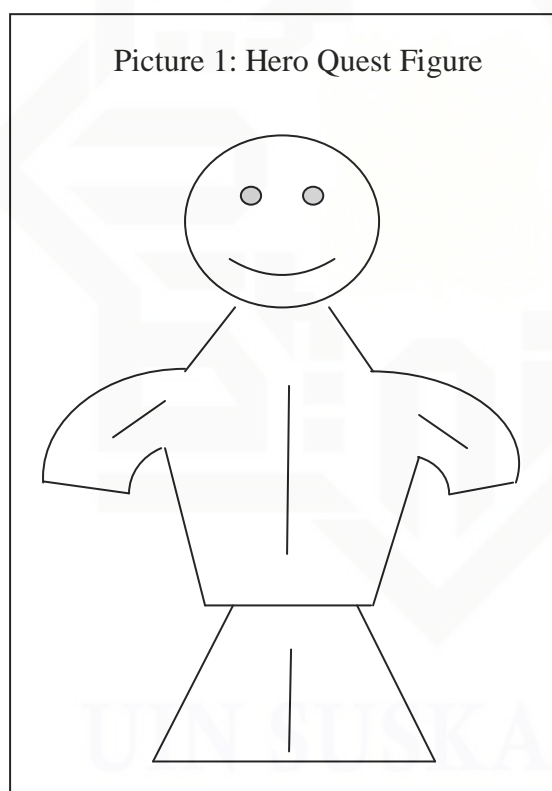
According to Hanson (2009, p. 71), hero quest is a strategy that extends students' writing ability. The students identify a "hero" or favorite character. The students' colored markers they draw a graphic representation of their hero and apply pertinent characteristics and qualities. Hero quest is a powerful tool for mapping writing plan or outline

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quickly, used in the language arts classroom, it is graphic orientation helpful for visual students. Planning a response visually provides many students with a sense of security.

Hero quest is very useful for the students to develop their ideas in writing narrative paragraph. According to Jetton and Dole (2004, p. 257), commonly relating hero quest and the students learning will present to help the students transfer their idea and understanding about questing to learning strategies. So, the students can write their idea in the paper.



### 1.1 The Advantages of Hero Quest

There are many advantages by using strategy in teaching learning process. According to Hanson the advantages of the Hero Quest are follows:

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1. The activities are suitable to make the students interested.
2. The activities are more fun so the class becomes more active
3. Integrated learning can grow and develop student's skills.
4. The learning activities of Hero Quest will always be relevant to the student's level.

### 1.2 The Procedures of Teaching Narrative Paragraph by Using Hero Quest Strategy:

An appropriate strategy is very important in teaching learning process. According to Hanson (2009, p. 73), the procedures can be seen follows:

1. The teacher uses facilitated whole and small – group instruction: students can work alone, in pairs, or in cooperative groups.
2. Students' response can be written directly into a teacher set hero quest outline or on the student's own hero outline (monitor this stage closely. Students sometime draw figures that are too small to fit all they want to write in their outlines, making them difficult to read).
3. Students compose paragraph based on their completed outlines that contain an introduction, body, and conclusion.
4. Teacher distributes copies of the *hero quest* instructions and outline sheet. Use visually appealing handouts or overheads to review the instructions as a class before getting started.





In conclusion, Hero quest is a powerful tool for mapping writing plan or outline quickly used in the language arts classroom, it is graphic orientation helpful for visual students. Planning a response visually provides many students with a sense of security. Hero quest is very useful for the students to develop their ideas in writing narrative paragraph.

#### 4. Writing Assessment

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 purposes: to render a judgment about the quality of student's work. It is a key of instructional activity, and teachers engage 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 Corbett (2000, p. 136), at various points in the assessment process, teachers usually take on different roles such as motivator, collaborator, evaluator, and others.

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.

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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, and 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 by the following table:

#### Assessment Aspects of Writing Narrative Paragraph

No	Aspect assessed	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. Competent enough
3. Competent
4. Very competent

$$\text{final score} = \frac{\text{Totalscore}}{\text{Maksimum}} \times 80$$

In conclusion, the students' ability in writing essay text can be measured by using writing assessment. Assessment is the gathering of

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information about students learning. It can be used for formative purposes to adjust instruction or summative purposes: to render 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.

## B. Relevant Research

According to Syafi'i (2007), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point is focused on, informing the design, finding and concluding the previous research:

### 1. Research from Syahputri Desnawita

In 2014, Syahputri Desnawita conducted a research entitled "The Effect of Using Hero Quest Strategy on the Ability in Writing Descriptive Paragraph by the Second year students of SMPN 1 Bangkinang Barat". The objective of her research was to find out whether or not there was a significant effect of using hero quest strategy on writing ability in descriptive paragraph of the second year students of SMPN 1 Bangkinang Barat. The result of teaching writing descriptive paragraph by using hero quest strategy was effective to improve students' writing ability to write descriptive paragraph. Furthermore, that was conducted by the researcher, it was different. The researcher uses Hero Quest Strategy towards the eight grade ability to write narrative paragraph at State Junior High School 1 Kuok. She could make the conclusion that there was no significant effect of



using hero quest strategy on the students' ability in writing descriptive paragraph by the second year at SMPN 1 Bangkinang Barat.

## 2. Research from Dede Suhendra

In 2014, Dede Suhendra conducted a research entitled "The Effect of Using Paragraph Hamburger Strategy on Students' Writing Ability in Narrative Paragraph of the First year at MA Darel Hikmah Pekanbaru". The objective of his research was to find out whether or not there was a significant difference of using paragraph hamburger strategy toward writing ability on narrative paragraph of the first year students at MA Darel Hikmah Pekanbaru. The result of teaching writing narrative paragraph by using paragraph hamburger strategy was effective to improve students' writing ability in writing narrative paragraph. Furthermore, that was conducted by the researcher, it was different. The researcher uses Hero Quest Strategy towards the eight grade ability in writing narrative paragraph at State Junior High School 1 Kuok. He made the conclusion that there was a significant difference of using paragraph hamburger strategy on the students' writing ability in narrative paragraph of the first year at MA Darel Hikmah Pekanbaru.

## C. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in a scientific study. In this research, the researcher interpreted the concept into particular words or indicators in order to be easy to measure and operate it. This research consists of:

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## 1. Variable X

Variable X is Hero Quest strategy as an independent variable. It refers to the strategy used by the teacher to teach writing. The following treatment as collection of procedures of the implementation of Hero Quest strategy can be seen in the following steps:

- a. The teacher gives first understanding about narrative paragraph to the students including the purpose of narrative paragraph, assignment and language use
- b. The teacher uses facilitated whole and small – group instruction: students can work alone, in pairs, or in cooperative groups.
- c. Students' response can be written directly into a teacher's set hero quest outline or on the student's own hero outline (monitor this stage closely. Students sometime draw figures that are too small to fit all they want to write in their outlines, making them difficult to read).
- d. Students compose paragraph based on their completed outlines that contain an introduction, body, and conclusion.
- e. The teacher distributes copies of the *hero quest* instructions and outline sheet
- f. The teacher asks the students to completely draw and write the outline sheet and describe their about the meaning of that draws on paragraph
- g. The teacher gives time to students for expressing their difficulties encountered during monitoring while students are discussing and presenting





h. The teacher gives reflection

## 2. Variable Y

The variable Y is students' writing ability on narrative paragraph. It is a dependent variable. The researcher determines some indicators for writing ability in narrative paragraph as the follows:

- a. The students' ability in writing orientation clearly.
- b. The students' ability in writing complication coherently.
- c. The students' ability in writing resolution clearly.
- d. The students' ability in using action verb correctly.
- e. The students' ability in using temporal connectives correctly.
- f. The students' ability in using past tense correctly.
- g. The students' ability in using vocabulary appropriately.
- h. The students' ability in using spelling and punctuation correctly.

## D. The Assumption and the Hypothesis

### 1. Assumption

In this research, the researcher assumes that the result of this research shows the students' writing ability would yield better after being taught by using hero quest strategy towards student's writing ability in narrative paragraph of the eight grade at State Junior High School 1 Kuok.

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## 2. Hypothesis

Based on the assumption above, hypothesis of this research are:

a. The null hypothesis ( $H_0$ )

There is no any significant difference between students' ability in writing narrative paragraph by using and without using hero quest strategy at State Junior High School 1 Kuok.

b. The alternative hypothesis ( $H_a$ )

There is any significant difference between students' ability in writing narrative paragraph by using and without using hero quest strategy at State Junior High School 1 Kuok.