

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing Ability

According to Nation, writing is an activity that can be prepared by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.¹ Then, Jack C. Richards and Richard Schmidt stated that writing is viewed as the result of complex processes of planning, drafting, reviewing and revising.²

According to Oshima writing is not a product but a process.³ It is involved many activities; prewriting, planning, writing and revising. In other words, writing is a largely a solitary act. It is communication formed in isolation; this means not only for the writer but also for the reader. Writing to learn accomplishes two critical tasks in classroom. First, writing enables students to think about the process, to grow ideas about the topic. Second, writing enables them to gain proficiency in a critically important skill: writing itself which is obvious a key of communication tool.⁴ Therefore writing is a complete thing.

¹ I.S.P.Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge. 2009), p.1

² Jack C. Richards and Richard Schmidt, *Longman Dictionary: Language Teaching and Applied Linguistics*, (London: Pearson Education, 2002), p. 592

³ Alice Oshima, and Ann Hogue. *Writing Academic English*. (Wesley Longman: 10 bank Street, 1991), p. 3

⁴ Larry lewin, *Paving the Way in Reading and Writing Strategies and Activities to Support Struggling in Grades 6-12*. (San Francisco: Jossey Buss, 2003), p. 117

Furthermore, the functions of writing stated by Hughey are as an essential form of communication, as critical thinking and problem solving, as self-actualization, and as personal environment control.⁵

In writing, there are some aspects involves the process of writing and can be used as the fundamental in scoring students' writing, they are:

a. Content

It demands students to think creatively in developing thoughts into written language in order that audiences can understand what the message is.

b. Organization

The ideas should be organized in logical and coherent order. It is characterized by an effective beginning and end, a logical sequence of ideas and clear connection of the topic⁶

c. Vocabulary

Vocabulary represents what the writer intends to say through the way how to select appropriate word in their writing. By selecting vocabulary appropriately, the audiences will be able to understand the content more clearly

d. Language Use

Language use is the ability to write correct and appropriate sentences.

⁵ Jane B. Hughey et al, *Teaching ESL Composition: Principles and Technique* (Newbury House Publisher, 1983), p. 33

⁶Ontario. *A Guide to Effective Instruction in Writing: Kindergarten to Grade 3*, p. 1.15-1.16, (retrieved on Desember, 27th 2012), <http://etfo-ot.net/Site/wp-content/uploads/2009/06/guidetoeffectivewritingk-31.pdf>

e. Mechanic

In component of mechanics, there are two common terms used, spelling and punctuation, which dominate in writing⁷.

According to Brown, there are two kinds of skills of writing as follows:⁸

a. Microskills

- 1) Produce graphemes and orthographic patterns of English
- 2) Produce writing at an efficient rate of speed to suit the purpose
- 3) Produce an acceptable core of words and use appropriate word order patterns
- 4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms
- 6) Use cohesive devices in written discourse

b. Macroskills

- 1) Use the rhetorical forms and conventions of written discourse
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

⁷Vivian Cook, "Review Article", *The English Writing System*, (2004), p. 4

⁸H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education, Inc, 2007), p. 220-221

- 4) Distinguish between literal and implied meanings when writing
- 5) Correctly convey culturally specific references in the context of the written text
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Writing Ability in Narrative Paragraphs

According to Winter, narrative paragraph is the way to present a story that consists of events that happen one after the other. The story told can be true or fictional. Any time the writer relates actions that take place over a period of time you are writing a narrative.⁹ Events are told in chronological order, or the order in which they took place. When the students write about something that has happened to them, the students are writing a first person narrative. A well written narrative paragraph begins with a topic sentence, then tell about happened in chronological order.¹⁰ More specific the kinds of narrative paragraph, they are:¹¹

- a. a retelling of events(true story)

⁹ Winter. "*Writing Paragraphs & The Writing Process*".(Canada: National Literacy Secretariat of Human Resources Development,1999).p.40

¹⁰Missloader. "*The Narrative Paragraph*" (Retrieved on 12 Mei 2013).
<http://missloader.weebly.com/uploads/1/5/8/9/15896756/narrative.pdf>. p.1

¹¹Slcharlton."*Narrativeparagraph*".<http://slcharlton.files.wordpress.com/2010/09/narrative-paragraph-examples-and-brainstorming.pdf>

- b. a fictional story put forward as real events
- c. a fictional story of any kind – simple or science fiction

The generic structures of narrative paragraphs are:

1. Orientation
2. Complication
3. Resolution

Then, the language features of narrative paragraphs are as follows:

- a. Focus on specific and individualized participants with defined identities.
- b. Use of action verbs (material processes).
- c. Use of some of behavioral and verbal process.
- d. Use of relational process and mental process.
- e. Use past tense
- f. Use of temporal conjunction and temporal circumstances.
- g. Can be written in the first person or third person.

3. Student's Writing Ability in Narrative Paragraphs

According to Brown, one of the macro skills that should be mastered by students in writing ability is the appropriateness of accomplishing the communicative functions of written text according to form and purpose.

The purpose of writing ability can be interpreted based on the form, one of the forms in writing is known as narration. Narrative

paragraph is one way to explore students' writing ability through fun writing. Thus, narrative paragraph is one of the elements that should be mastered by students in order they can get the macro skill in writing ability to accomplish the communicative functions of written texts according to form and purpose.

Furthermore, students' writing ability in narrative paragraphs is measured by using the following aspects:

Table II.1
Assessment Aspect of Writing Narrative Paragraphs

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

4. Factors that Influence Students' Writing Ability in Narrative Paragraph

There are several factors influencing ability in writing a paragraph, as follows:

a. **Fear Factors of Writing**

According to Burckardt¹², there are kinds of factors that make someone afraid of writing, as follows:

- 1) Have poor graph motor skills
- 2) Poor expressive skills
- 3) Cannot seem to organize their thought
- 4) They are afraid to spell word correctly
- 5) Have trouble with syntax
- 6) Trouble retrieving vocabulary word

Those factors can be accumulated to be a big barrier for students' ability to write even more in writing essay text that is known as writer's block. Based on the idea above, it is clear that fear factors of writing give influence towards ability i writing especially in writing essay text.

¹² Foley Gezane Burckardt. 2007. "Why People become afraid to write?", pp.1 (Retrieved on February 3, 2011), <http://www.whypeoplebecomeafraidtowrite?.pdf>

b. Reading

Hirai, et al emphasizes¹³ the importance of wide reading in improving writing. Natural exposure to language through reading enhances our ability to communicate our ideas into word in meaningful form. Considering the statement above, reading becomes one of media for the writers to gain information that they will deliver it to the essay. Thus, the more they read, the more experience they obtained to write text (essay).

c. Writing Environment

Another factor that can influence the ability in writing text is writing environment. According to Pinto¹⁴, when the students are in the literacy environment in which people are accustomed to write and writing becomes daily activities such classroom settings, courses, workshops, etc. The students will be often to write. The habitual of students to write becomes useful for improving students' ability in writing.

d. Teaching Technique

Typically writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as

¹³ Debra L. Cook Hirai, et al. *Academic Literacy/Literacy Strategies for Adolescents a "How to" Manual for Educators*. (New York: Routledge, 2010), pp. 100-102

¹⁴ Maria da Graca L.C. Pinto. " Looking at Reading and Writing through Language". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol. 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publisher, 2005), pp. 31-35.

follows: the teacher teachers the class a sample of writing in the unit, which usually consists of several sentences describing a person or an object.

Then, with the help of some guiding questions, the teacher asks the class to do parallels writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text, finally the students copy the answers to guiding questions in their exercise books, and submit their composition.

According to Rijlaarsdam and Bergh¹⁵, there are many lessons and teachers develop wonderful teaching strategies and teaching scenarios, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired.

Based on the idea above, the ability of students in writing can be improved if the teacher can inspire the students in teaching writing. In other word, the technique used by the teacher takes important role in developing students' ability in writing especially in writing text. Thus, the writer suggests using paired writing method as one of teaching techniques in order to solve the students' writing problems.

¹⁵ Rijlaarsdam & Van Den Bergh. *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), pp. 2-3

5. The Concept of Paired Writing Method

According to Saroyan in Wisconsin in Topping, that which is named loneliness is probably more nearly ineffectiveness, a form of failure, or form of fear.¹⁶ Sometimes, people are hard to think, to do, and to decide when they are alone. They need partner; they have to share what they are going to do. As stated by Topping, writing product has a better quality if it is done in pair than individually.¹⁷ To do writing task, the writer needs information, feedback, suggestion and other necessary that can be got.

Then, Duran explained that paired writing is a method of cooperative writing that combines metacognitive reflection with social interaction.¹⁸ In paired writing, for each occasion in each pair, one student has the task of writing who is called the writer, while the other supports who is called the helper.¹⁹

According to Duran, there are some segments applied in paired writing.²⁰ They are:

- a. Generation of ideas for the writing of the text
- b. Provisional writing of the text
- c. Reading of the draft to get a grasp of the text as a whole and the result

¹⁶ *Ibid*, p. 95

¹⁷ *Ibid*, p. 95

¹⁸ David Duran, *Middle Grade Journal: Cooperative Interactions in Peer Tutoring: Patterns and Sequences in Paired Writing* Vol.5, (Barcelona: Information Age, 2010), p.49

¹⁹ Greg Brooks, *What Works for Pupils with Literacy Difficulties: The Effectiveness of Intervention Schemes*, 3rd Ed, (University of Sheffield: 2007), p. 107

²⁰ David Duran, *op cit.* p. 53

- d. Predisposition to improve the text with the appropriate correction
- e. Final writing of the text
- f. Self-assessment in pairs of the product (text) and the process
- g. Requesting assistance from the teacher to achieve the academic objective
- h. Leaving the join activity of textual production

6. The Use of Paired Writing Method towards Students' Writing Ability in Narrative Paragraphs

Topping provided a flowchart as guidance in paired writing as follows:²¹

²¹ Keith Topping, *op cit.* pp, 98-99

The pairs can be students working with other students and teacher working with students in school.²² In addition, the paired writing method is a way of teaching writing based on pair work among students. The procedures in paired writing method are same with the general writing process. Furthermore, as the usual students write individually but in paired writing method students think and write with friends.

Based on the flowchart above, the procedures of paired writing method can be itemized into some steps. They are:

- a. Teacher divides students into pairs
- b. Teacher gives name for each students in pair as helper and writer
- c. Teacher gives a writing task related to narrative paragraphs
- d. Teacher asks each pair to generate the ideas. In this case, student who is named helper asks question related to topic while the writer gives answer. Then, the answer is made in one-word notes by helper
- e. Teacher asks each pair to look at the notes and start a rough draft
- f. Teacher asks writer to read the draft loud and helper repeats the wrong pronunciation by writer

²² Topping, *op cit*, p. 96

- g. Teacher asks both helper and writer to give marks to the draft to be improved which related to meaning, order, spelling and punctuation
- h. Teacher asks each pair to make a good and neat version from edited draft
- i. Teacher gives changes to another pair to evaluate their writing

B. The Operational Concept

To make the research clear, it is useful to clarify the concept of the research. This research involves two variables; the first variable is Paired Writing Method which is symbolized as X variable and the second variable is writing ability which is symbolized as Y variable.

Therefore, the indicators of Paired Writing Method are as follows:

1. Teacher divides students into pairs
2. Teacher gives some topic related to narrative paragraph
3. Teacher asks each pair to choose the topic that they are going to write
4. Teacher asks students to generate ideas in pairs
5. Teacher asks students to make draft of their writing together with partners
6. Teacher asks students to read the draft in pairs
7. Teacher asks students to improve their writing by editing
8. Teacher asks students to copy the draft on the better writing
9. Teacher asks other group or assessor team to evaluate the writing

Then, the indicators of writing ability are as follows:

1. The students are able to write orientation clearly.
2. The students are able to write complication coherently.
3. The students are able to write resolution clearly.
4. The students are able to use action verb correctly.
5. The students are able to use temporal connections correctly.
6. The students are able to use past tense correctly.
7. The students are able to use vocabulary appropriately.
8. The students are able to use spelling and punctuation correctly.

C. The Relevant Research

.In order to avoid plagiarism and to get related information, there was a relevant research which had been conducted by other researcher.

The research was conducted by David Duran entitled “Cooperative Interactions in Peer Tutoring: Patterns and Sequences in Paired Writing”. His research purpose was to explore the patterns of interaction during peer tutoring. Then, in conducting his research, he involved 24 students of Catalan language lessons. The students were joined in pair, so that it consisted of 12 pairs.

He applied the paired writing by giving the flowchart of paired writing. He did in five sessions; in first three sessions he gave the students initial training to overview the task required of each role and explanation of the instrument for the next session, he had the students to write a brief

story, for the last session, he asked the students to write a review about a book, film or music. In his research finding, he found that the mean score of the study group increased significantly from 53.13 to 74.58 between pre-test post-test.

This research differs with his research, this research is experimental research in which the sample is 42 students and it is applied to improve students' writing ability in narrative paragraph.

D. The Assumptions and the Hypothesis

1. Assumptions

In this research, the researcher assumes that (1) students' writing ability in narrative paragraph is various, and (2) teaching technique can influence students' writing ability in narrative paragraph.

2. Hypothesis

a) Null Hypothesis (H_0)

There is no significant effect of using paired writing method towards students' writing ability in narrative paragraph of the second year at MA Hasanah Pekanbaru.

b) Alternative Hypothesis (H_a)

There is significant effect of using paired writing method towards students' writing ability in narrative paragraph of the second year at MA Hasanah Pekanbaru.