

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Writing

Most of the people have many ways to share and to deliver their message in communication. Writing has important roles in humans' life. Writing is a transcription of composing idea ; it is not the product of thought, but it is actualization and dramatization¹. Writing plays a part in civilization development of humans' lives. carrol states that writing allows learners to share their communication which is not only with their contemporaries but also with future generations. ² According to Nunan, writing can be defined by a series of contrast:

- a. It is both physical and mental acts. Writing is a mental act of committing words or ideas to some medium.
- b. Its purpose to express and impress.
- c. It is both a process and a product.

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 bussiness letters, note-taking and academic writing. Those activities of writing have to be prepared carefully in order to get productive use. To gain it, it needs a complete process of learning about the whole aspects of writing itself.

¹Hughey, b jane et al. Teaching ESL composition: principle and techniques. (massachusetts: newburry house publisher, inc. 1983), p.38

²Robet Todd Carroll. 1990. *Student Success Guide: Writing Skills*. p. 1 (retrieved on, September 5th 2012), <http://www.skepdic.com/refuge/studyskills1.pdf>

That is also defined by Troyka³ that writing is a way of discovering. It involves a series of steps, it cannot be finished perfectly only in one step because writing involves exploring process of writer's thoughts that try to make unexpected connections among ideas and language. In addition, Langan argues⁴ that writing needs a series of steps in which those steps are very often zigzag journey. Furthermore, Troyka claimed⁵ that in writing, you also need to focus on the purpose and audience of writing. The purposes of writing are as follows:

a. Writing to inform a reader

By writing, the readers will be offered some information with a minimum of bias in order to educate them. In writing, the information needs to be presented completely, clearly and accurately. The material should be various by additional reading, talking with others, or personal experiences. In other word, informative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed.

b. Writing to persuade a reader

Persuasive writing seeks to convince the reader about the matter of opinion. It focuses mainly on the reader, whom the writer wants to influence. When the students write to persuade, they deal with the debatable, that which has other sides to it. Persuasive writing seeks to change the reader's mind or at least to bring the reader's point of view closer to the writer's.

³ Lynn Quitman Troyka. Simon & Schuster: *Handbook for Writers*. Third Ed. (New Jersey: Prentice Hall, 1993), pp. 1

⁴ John Langan. *College Writing Skills with Readings*. Fifth Ed. (New York: The McGraw-Hill Companies, Inc, 2001), pp. 13-14

⁵ Lynn Quitman Troyka.op.cit.p.3

Writing requires much more complex mental effort. Because writing is a complex thing, the writers must concern and consider about the important aspect in writing . besides, they also should use their prior knowledge about writing. In writing process, 4 elements of writing they are writer, subject matter, reader, and the form of language must be balanced. according to syafi'i et al there are four stages in the process of writing, they are prewriting, planning, real writing, revising the drafts and writing the final draft as the product writing work⁶.

From the statements above, the writer concludes that writing is one of the communication tools that influences humans' development of life, which is different from speaking because writing is not spontaneous act. It is a complete process of how the writer constructs the ideas and shows it into written form by considering audience and purpose.

2. Writing ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. If students have mastered these skills, they will be able to write so that not only they can read what they have written, but also other speakers of that language can read and understand it. Here are some kinds of writing skills:

- a. Comprehensibility skills for writing include understanding that writing is communicating messages or information.

⁶ M. Syafi'i, S, fauzan ansyari, jonri kasdi. Loc cit, p. 114

b. Fluency skills for writing include :

- 1) Recognizing the linear sequence of sounds
- 2) Mastering writing motions and letter shapes
- 3) Recognizing the chunking of words
- 4) Recognizing the need for space between words
- 5) Writing Quickly

c. Creativity skills for writing include the ability to write freely anything the student wants to write.

According to Pinto⁷, it is a skill which obligates the learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization.

According to Brown⁸, there are two kinds of skills of writing as follows:

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, pluralization), patterns, and rules.

⁷Maria Da Graça 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 Publishers, 2005), pp. 45

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

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.

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.

Besides skills above, mastering components of writing is a must. The students need to know five components of writing as follow:

a. Content

Content discusses about ideas that have been written. It demands the students to think creatively in developing their thoughts into written

language, excluding all irrelevant information in order that audiences can understand what your message is.⁹

b. Organization

Organization is one of writing component that tells about flow ideas. It is the way how to construct ideas from one point to others. These 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 topic¹⁰

c. Vocabulary

Vocabulary of writing component is the way how to select appropriate word in writing. By selecting vocabulary appropriately will enable audiences to visualize and understand the content more clearly.¹¹

d. Language Use

Heaton states that language use is the ability to write correct and appropriate sentences.¹² This is component is important because it concerns with accuracy of what you write. Not only clarity of expression is considered but also the correctness of the usage in term of grammar must be compounded as well as possible.

⁹ J. B. Heaton. *Writing English Language Test*. (New York: Longman. Inc., 1990), p. 135

¹⁰ Ontario. *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>

¹¹ *Ibid.*,

¹² J. B. Heaton. *Op.Cit.*,

e. Mechanic

In component of mechanics, there are two common term are used, that is spelling and punctuation, which dominate in writing¹³. In writing, the correct usage of spelling is needed in order to get the right meaning of the paragraph or essay and spelling punctuation system is to reveal structure.

3. Writing assessment

Assessment is the gathering of information about student learning. It can be used for formative purposes—to adjust instruction—or summative purposes: to render a judgment about the quality of student work. It is a key instructional activity, and teachers engage in it every day in a variety of informal and formal ways. Assessment of student writing is a process. Assessment of student writing and performance in the class should occur at many different stages throughout the course and could come in many different forms. At various points in the assessment process, teachers usually take on different roles such as motivator, collaborator, critic, evaluator, and others¹⁴

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. Given the high stakes nature of many of these

¹³ Vivian Cook, "Review Article", *The English Writing System*, (2004), p. 4

¹⁴ C Corbett, Edward P. J., Nancy Myers, and Gary Tate. *The Writing Teacher's Sourcebook*. 4th ed. (New York: Oxford Univ. Press, 2000). p. 136

assessment purposes, it is crucial that assessment practices be guided by sound principles to insure that they are valid, fair, and appropriate to the context and purposes for which they designed. This position statement aims to provide that guidance.

Guiding Principles for Assessment are :¹⁵

- a) Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.
- b) Writing is by definition social. Learning to write entails learning to accomplish a range of purposes for a range of audiences in a range of settings
- c) Any individual's writing ability is a sum of a variety of skills employed in a diversity of contexts, and individual ability fluctuates unevenly among these varieties.
- d) Perceptions of writing are shaped by the methods and criteria used to assess writing.
- e) Assessment programs should be solidly grounded in the latest research on learning, writing, and assessment.

¹⁵ CCCC Committee on Assessment. *Writing assessment : a position statement*. (Retrieved 26 July 2013). <http://www.ncte.org/cccc/resources/positions/writingassessment>

B. The Nature of Narrative Paragraph.

A writer needs to know the pattern for paragraph development to make sure the writing is direct to the point exactly. There are several ways of developing a paragraph. They are Narration, Description, comparison and contrast, cause and effect.

In this research the writer focuses on developing paragraph by narration. Narration is storytelling. Whether is tells a true story or fiction, and narrative is typically written in the first person (did this or that), but don't go overboard. Nor every sentence-or even every other sentence-should include. Narrative paragraph is the story consists of the story that relate with the past time. According to Hornby in Syafi'i, Narrative means story or orderly account of events.¹⁶

A narrative paragraph tells a story. Usually, you write a narrative to share an important event.¹⁷ There are some kinds of paragraph include in narrative paragraph. such as: folktales, tradisional tales, crime fiction, thrillers, fantay, romance, horror, science fiction, adventure, myths and legends, ballads and picture book stories.

More specific the kinds of narrative paragraph, they are :

- a. a retelling of events(true story)
- b. a fictional story put forward as real events
- c. a fictional story of any kind – simple or science fiction¹⁸.

¹⁶ .Opcit. Hornby (1973) in Syafi'i.p.58

¹⁷Leon.“*Narrative Paragrap*”.(Retreived 12 Mei 2013).

<http://www.pass.leon.k12.fl.us/All%20Books/3d%20LA3%20SB%20Unit%203%20209-230.pdf>.p.1

¹⁸ Slcharlton. “*Narrative paragraph*”.

[http://slcharlton.files.wordpress.com/2010/09/narrative-paragraph examples-and-brainstorming.pdf](http://slcharlton.files.wordpress.com/2010/09/narrative-paragraph%20examples-and-brainstorming.pdf)

A narrative paragraph also has structure. which consists of orientation, complication and resolution. Orientation introduces the participant or the characters of the story with the time and place set. Complication is such the crisis or problem that arrive in series of event of the story. In the last is resolution, it states in the end of the story, which tells problem is solved. It can be happy or sad ending.¹⁹ in conclusion, narrative paragraph has a clear generic structure as writer tells above.

In addition, a narrative paragraph also has language features. Language features are also known as lexico grammar features. They are as follow:²⁰

- a. Focus on specific and individualized participants with defined identities. Major participants are human, or sometimes are animals with human characteristics.
- b. Use of action verbs (material processes). Action verbs are verbs that show what happen and what someone do or what is done.
- c. Use of some of behavioral and verbal process. Behavioral process is process which deal with human psychological and physiological behavior such as, dreaming, smiling, walking, etc. Meanwhile, verbal process deals with describing the process of saying or symbolically signaling, for example telling, saying, warning, etc. It can be in direct or indirect speech.

¹⁹ Munir Ardi Blog. 2012. *Generic Structure of Narrative Text*, p. 1 (Retrieved on December, 27 2012) <http://smp3plembang.blogspot.com/2012/03/generic-structureof-narrative-text.html?m=1>

²⁰Perpustakaan UPI. *Writing, NarrativeText and FilmTrailer* pp. 16-17 (Retrieved on February, 6th 2013)http://repository.upi.edu/operator/upload/s_c0351_045964_chapter_ii.pdf

- d. Use of relational process and mental process. Relational process is a process being and having that can be classified whether to identify something and qualify the action. It provides description and information to the audience. Then, mental process can be defined as a process of sensing. The sense can be used to describe and develop the experiences, setting and characters. It can focus on thinking, feeling and perceiving.
- e. Normally, use of past tense. Use of temporal conjunction and temporal circumstances. The use of conjunction is connected with time where action take place.
- f. Can be written in the first person or third person.

Besides, a narrative paragraph also has language features. It uses dialogue to develop characteristics and relationship. It uses action verb, temporal connection, adverb and phrases. Usually, a narrative paragraph is written in past tense, but tense may change to the present or future when dialogue is used.

Based on the theories above, the ability of students in writing can be improved if the teacher can inspire the students in teaching writing. In other words, the technique used by the teacher takes important role in developing students' ability in writing especially on writing narrative paragraph.

C. The Context of Paragraph Hamburger Strategy

1. The Definition of Paragraph Hamburger Strategy.

The variant form *hamburger steak*, using the German adjective *Hamburger* meaning "from Hamburg" first appears in a Walla Walla, Washington, newspaper

in 1889. By 1902 The first description of a Hamburg steak close to our conception of the hamburger, namely a recipe calling for ground beef mixed with onion and pepper. By then the hamburger was on its way, to be followed "much later" by the shortened form *burger*, used in forming *cheeseburger* and the names of other variations on the basic burger, as well as on its own²¹. That is the start of hamburger's phenomenon over the world

The "paragraph hamburger" is a writing organizer that visually outlines the key components of a paragraph. Topic sentence, detail sentences, and a closing sentence are the main elements of a good paragraph, and each one forms a different "piece" of the hamburger. This is a simple packet that walks students through the steps of putting a good paragraph together. Students get to use a graphic organizer, write a rough draft, put their editing skills to practice, compare and contrast a very simple paragraph (hamburger) to a far more interesting paragraph (Big Mac), as well as share and apply their knowledge. Help make learning how to put a paragraph together more fun for everyone²². As a conclusion, paragraph hamburger strategy is an attractive strategy through the presentation of hamburger's part as a parable to write a paragraph.

2. The Purpose of Using Paragraph Hamburger.

The purpose of this strategy is to help students organize their ideas into a cohesive paragraph, show the organization or structure of concepts/ideas. Then it

²¹Farlex. *The free dictionary* .(retrieved on 12 july, 2013). <http://www.thefreedictionary.com/hamburger>

²²Harper, michelle. *Paragraph writing hamburger style*. (retrieved on 12 july 2013). <http://www.teacherspayteachers.com/Product/Paragraph-Writing-Hamburger-Style-321597>

demonstrates in a concrete way how information is related²³. To use as a prewriting strategy for writing paragraph persuasive and expository essays. This is particularly useful for social studies writing with thesis statements. To help the student sequence the information within a passage, he uses his graphic organizer and decides what goes first, second, etc. It is important to stress to the student that effective writing is absolutely dependent on good organization skills. Generally, students who struggle to sort and organize language-based information will also struggle with clarity, conciseness, and effectiveness of written assignments. It is imperative that such students understand how to structure different tasks for different purposes. Concrete visual techniques are extremely helpful and include a wide range of strategies such as pre-writing worksheets, frames, visual organizers, mind maps, and clusters²⁴. So, the purpose of paragraph hamburger strategy in this research is to overcome students' writing problem in narrative paragraph of the first year at MA Darel Hikmah Pekanbaru.

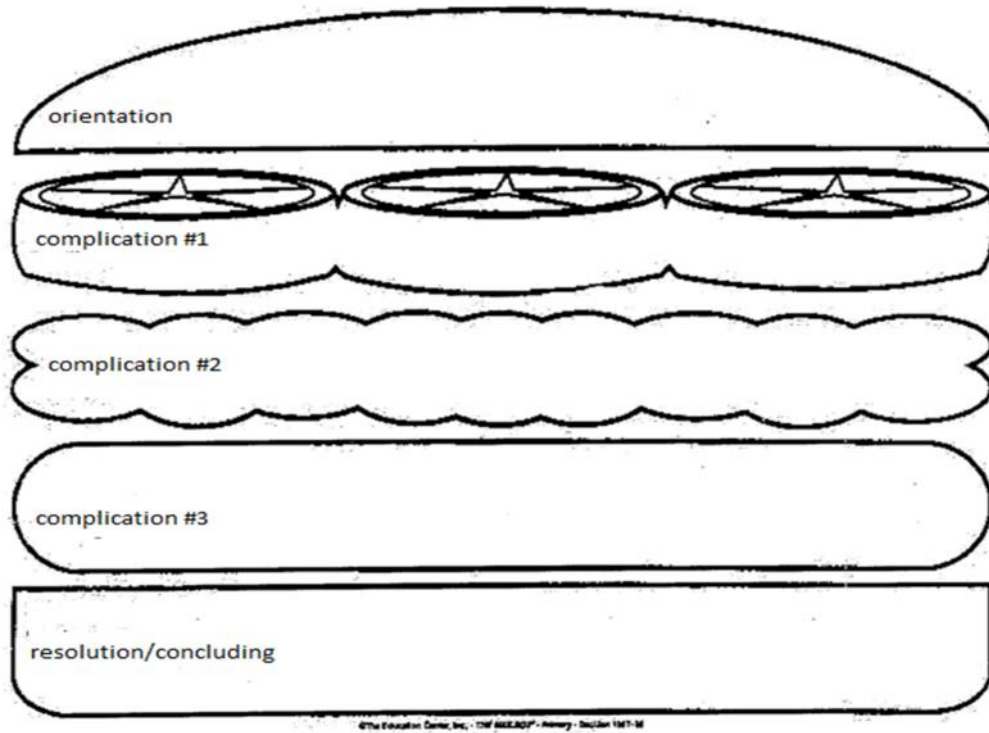
3. The using of paragraph hamburger

Narrative paragraphs are a lot of fun to write. Here you can tell your reader a story from beginning to end. You don't have to imagine anything out of the ordinary - only tell the story, tell what happened. This alone usually allows the nervous writer to stop worrying about generating ideas, and to concentrate on

²³Weta, washington. Loc.cit. p. 2

²⁴Regina, g. Richard. *A student perspective's on writing*. (WETA : 2013). P. 2

organizing the events in the story being told²⁵. Writing-to-learn activities should be designed for use with the whole class or with small groups.



The procedures are ²⁶ :

1. Discuss the three main components of a paragraph, or story.
 - a. The orientation (top bun)
 - b. The complication or details/supporting (the filling)
 - c. The resolution/concluding (bottom bun)
2. Ask students to write an orientation that clearly indicates what the whole paragraph is going to be about.

²⁵Writingabc, Retrieved on 23 desember 2012, [http:// esl. about.com/od/writing _ narrative _paragraph.htm](http://esl.about.com/od/writing_narrative_paragraph.htm)).p.1

²⁶Reid, J.M. *The Metaphor Of The Hamburger :The Process Of Paragraph Writing*. U.S. departement of education. 1994. P. 117

3. Have students compose several complication or details that give more information about the orientation.
4. Instruct students on ways to write a resolution or concluding sentence that restates the complication.

The students orally identify these components. Visual and tactile learners have hamburger cutouts of his/her own and they label each piece with topic sentence, supporting sentence, and concluding sentence. Other learners may have these words written on index cards and have to match the words with the pictures. The rest of the students are creating or generating topics to write about. The more advanced learners are creating simple paragraphs using the model. The students come together as a whole class and they choose a paragraph that a student has generated on his or her own.

Through using paragraph hamburger strategy, teachers can help students in writing narrative paragraph because the entire process of teaching writing by paragraph hamburger would activate students in learning involvement. The teacher would leads the students in discussion of three main components of a paragraph then ask the students to write an orientation that clearly indicates about their writing, after the students done with their draft then asks them to make a paragraph based on their hamburger.

By this strategy They can interact with others to discuss the option of target language. So that they can decide their decisions toward target language either conscious or subconscous. They create collaborative learning atmosphere, It

provides ideas to the students in writing. Then, the story that will be reconstructed by students in this research in narrative paragraph type.

2. The Relevant Research

According to Syafi'i relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²⁷ Besides, researchers must analyze the relevant research and finding the point of that research. Talking about writing, there are a lot of investigation that have been done by many researchers. The following are some relevant researchers to this research project:

1. In 2011, Cisilia Simon²⁸ a lecture of STKIP PGRI of West Sumatera conducted a research entitled "Teaching Writing by Using Hamburger Strategy for Senior High School students". The purpose of her research was to overcome students' problem in writing, she found that hamburger strategy used visual effect of hamburger itself in explaining the process of an essay. It could stimulate students' thought through the importance of each piece in hamburger that seemed the importance of each part in an essay. Based on her research, she concluded that hamburger strategy gave concrete procedure of constructing an essays, also could help English teachers and the students to understand the main point of an essay in order to construct a perfect writing.

²⁷ M. Syafi'i, S. *Op.Cit.*, p.122

²⁸ Cisilia simon, *Teaching writing by using hamburger strategy for senior high school students*. (west sumatera : unpublished, 2011) p.1

2. In 2013, Lisa Afridona²⁹ conducted a research entitled “Teaching Writing Hortatory Exposition Text by Combining Hamburger Strategy and Quick Write Strategy for Senior High School Students”.³⁰ She tried to find out whether there was an effect of using hamburger strategy and quick write strategy toward students’ ability in writing hortatory exposition text. From her research, she found that there was an effect of using hamburger strategy and quick write strategy on students’ ability in writing hortatory exposition text. It is different from this research. In this research, the writer uses paragraph hamburger strategy in order to find out its effect on students’ writing ability in narrative paragraph of the first year at Ma Darel Hikmah Pekanbaru.

3. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. Operational concept is also used to clarify the theories used in the research, to know the students’ writing ability at the first year at Ma Darel Hikmah Pekanbaru.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is

²⁹Lisa Afridona, *Teaching Writing Hortatory ExpositionText by Combining Hamburger Strategy and Quick Write Strategy For Senior High School Students*. (west sumatera : unpublished, 2013) p.1

³⁰Nur Hidayati. “The Effect of Learning English by Using Picture Map toward Students’ Ability in Writing Descriptive Paragraph at the Second Year of MTs. Nurul Wahid Bukit Kapur, Dumai.” (Pekanbaru: Unpublished, 2010), p. v

experimental research which focuses on gaining the effect of using paragraph hamburger strategy on students' writing ability in narrative paragraph.

Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is paragraph hamburger strategy as independent variable.
2. Variable Y is students' writing ability. Students' writing ability is dependent variable.

To measure each variable, the writer identifies them in some indicators as follows:

1. The indicators of paragraph hamburger strategy are as follows:
 - a. The Teacher leads the Students in discussion of three main components of a paragraph or story.
 - b. The Teacher asks Students to write an orientation that clearly indicates what the whole paragraph is going to be about.
 - c. The Teacher asks Students to compose several complication or details that give more information about the orientation.
 - d. The Teacher Instructs Students on ways to write a resolution or concluding sentence that restates the complication.
2. Based on the limitation of the problem that the text used by researcher is narrative text. Because of that, the indicators of students' ability on writing narrative text are as follows:
 - a. The students are able to write orientation clearly.

- b. The students are able to write complication coherently.
- c. The students are able to write resolution clearly.
- d. The students are able to use action verb correctly.
- e. The students are able to use temporal connectives correctly.
- f. The students are able to use past tense correctly.
- g. The students are able to use vocabulary appropriately.
- h. The students are able to use spelling and punctuation correctly.

4. The Assumption and The Hypothesis

a. The Assumption

In this research, the researcher assumes that :

- 1) Students' writing ability in narrative paragraph is taught by using hamburger strategy would yield better
- (2) Teaching this strategy could influence students' ability in writing narrative paragraph in term of content, organization, vocabulary, grammar, and punctuation.

b. The Hypothesis

H_0 : There is no significant difference of students' writing ability in narrative paragraph between the students who are taught by using paragraph hamburger strategy and those who are not taught of the first year at Ma Darel Hikmah Pekanbaru

H_a : There is a significant difference of students' writing ability in narrative paragraph between the students who are taught by using paragraph

hamburger strategy and those who are not taught of the first year at Ma Darel

Hikmah Pekanbaru.