

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Theoretical Framework

1. The Nature of Writing Ability on Narrative Paragraph

In daily life, people always communicate with others. There are two ways in communicating, they are spoken language and written languages. Writing is including in written language because people communicate in written form. According to Rijlaarsdam, Writing means to develop imagination, which means to develop thinking dispositions.¹ Therefore, writing is one of the language skills in communicating with others by using written language.

According to Patel, writing is skill which must be taught and practiced.² Good writing is rewriting, reseeing your first words and determining whether or not they do the job that the writer wants them to do.³ Furthermore, in writing the students need to practice to write in getting the good result in writing.

Writing is a complex process and has several aspects related to performance in writing. The students need these aspects to construct

¹Gert Rijlaarsdam, et al., *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. (New York: Kluwer Academic Publishers, 2005), p. 12

²M. F. Patel and Preven M. Jain, *English Language Teaching*. (Jainpur: Sunrise publisher and Distributor, 2008), p. 125

³Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing*. (United States of America: Foresman and Company, 1991), p. 20

their writing. According to Hughes, there are five aspects of making good writing, they are:⁴

a. Grammar.

Brown said that, grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.⁵ Grammar is a crucial aspect in writing. Therefore, the writer should pay attention to the grammar in writing.

b. Vocabulary

Vocabulary is the basic in writing ability. According to Richard, et al., vocabulary is a set of lexemes, including single words, compound words and idioms.⁶ People can communicate effectively if they have many vocabularies and can choose appropriate words in writing. Lane and Lange said that, the writers should master word choice to convey exact meaning.⁷ Therefore, the writer should master and use appropriate vocabularies in writing.

c. Mechanics.

Mechanics includes matters such as spelling, punctuation, and capitalization. Spelling is saying or writing the letters of a word in

⁴Arthur Hughes, *Testing for Language Teacher*. (Cambridge: Cambridge University Press, 1989), pp. 91-93

⁵H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (Englewood Cliffs, New Jersey: Prentice Hall Regents, 1994), p. 347

⁶Jack Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002), p. 580

⁷Janet Lane and Lange Ellen, *Writing Clearly: An Editing Guide*. (Boston: Heinle Publisher, A Division of Wadsworth, Inc, 1993), p. 210

the correct order.⁸ If a word is misspelled it will change the meaning of the word. Punctuation is necessary to make sentence meaning clear.⁹ Capitalization is closely related to punctuation.

d. Fluency

According to Hughes, a paragraph is fluent when the choice of structure and vocabulary consistently appropriate.

e. Form (Organization)

Organization in writing is the systematic of ideas. According to Hughes, it is important for a paragraph to have form or organization, which means that all of sentences in it discuss only one main idea.¹⁰

However, writing is one of the crucial skills that should be mastered by students and teachers because not all of the people can write something on piece of paper to express their thinking, ideas to their readers. The effective way to learn how to write is going to a process. According to Donal in Andrew, there are some steps in writing process, they are:¹¹

Step 1 :Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas.

⁸Oxford, Oxford: *Learner's Pocket Dictionary*. (Oxford: Oxford University Press, 2008), p. 427

⁹M. Syafi'i. S, et al, *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2011), p. 14

¹⁰Arthur Hughes, *Op.Cit*, p. 102

¹¹Andrew p. Jhonson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students*. (New York: Library of Congress Cataloging, 2008), pp. 179-180

Step 2 : Drafting. Drafting is the writer's first attempt to capture ideas on paper.

Step 3 : Revising. This is the heart of the writing process. Here a piece is revised and reshaped many times.

Step 4 : Editing. This is the stage where grammar, spelling, and punctuation errors are corrected.

Step 5 : Publishing and Sharing. This is where students' writing is shared with an audience.

Besides, there are some types of written genres that second language learners need to acquire, they are:¹²

a. Academic writing.

Academic writing includes papers and general subject reports essays, compositions academically focused journals short-answer test responses technical reports (e.g., lab reports) theses, dissertations.

b. Job-related writing.

Job-related writing includes messages (e.g., phone messages) letters/emails memos (e.g., interoffice), reports (e.g., job evaluations, project reports) schedules, labels, signs advertisements, announcements manuals.

¹²H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (San Francisco(California): Longman,2003, p. 21

c. Personal writing.

Personal writing includes letters, emails, greeting cards, invitations messages, notes calendar entries, shopping lists, reminders financial documents (e.g., checks, tax forms, loan applications) forms, questionnaires, medical reports, immigration documents diaries, personal journals fiction (e.g., short stories, poetry).

In this research, the writer just focuses on personal writing because in School-Based Curriculum of MTs Masmur Pekanbaru, The students will learn about short stories in narrative form especially in fiction type.¹³

2. Teaching Writing

Teaching is the process in transferring knowledge and giving good learning from the teacher to the students. Teaching writing is the teaching one of the skills such as speaking, listening, and reading. When teaching writing, educators must be sure to select resources and support materials not only aid them in teaching how to write, but it will also be the most effective in helping the students learn to write. According to Nunan, writing instruction was based on a somewhat rigid set of assumption: good writing was done from rules and principles, the teacher's duty was to relate the rules, and then students wrote in response to select written texts, following the rules of good writing.¹⁴

¹³*School Based Curriculum of MTs Masmur Pekanbaru*. (Pekanbaru: Unpublished, 2012-2013), p. 2.

¹⁴David Nunan, *Practical English Language Teaching*. (Singapore: Mc Graw Hill, 2003), p. 88

Jeremy Harmer said that the concept of teaching methodology consists of four aspects, they are¹⁵:

a. Approach

Approach is an overall theory about learning language, which then lends it-self to “approaching” language teaching and learning in a certain manner¹⁶.

b. Method

A series of procedures or activities used to teach language in a certain way¹⁷. And according to M. F Patel and Praveen M. Jain, method is The process of planning, selection and grading language materials and items, techniques of teaching, etc.¹⁸

c. Strategy

procedures used in learning, thinking, etc., which serve as a way of reaching a goal.¹⁹

d. Technique

Technique is one activity or procedure used within a plan for teaching²⁰.

In these research, the researcher focus on the method because the writer applied blender method in teaching and learning process.

¹⁵Jeremy Harmer. *The practice of English Language Teaching*. (Pearson Longman: 2004)

¹⁶Deborah L. Norland, and Terry Pruet-Said, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*. (New York: Teacher Ideas Press, 2006), p.

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¹⁷ Ibid.

¹⁸M. F. Patel and Praveen M. Jain., Op. Cit. P. 71

¹⁹Jack C. Richards and Richard Schmidt, *Longman: Dictionary of Language Teaching & Applied Linguistics*. (Malaysia: Library of Congress Cataloging in Publication Data, 2002), p. 515

²⁰Ibid.

According to Nation, there are some principles of teaching writing. They are:²¹

a. *Meaning-focused Input.*

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are prepared well for what they are going to write.

b. *Meaning-focused Output*

Learners should do lots of writing and lots of different kinds of writing. Different genres use different writing conventions and draw on different language features and it is useful to make sure that learners are getting writing practice in the range of genres that they will have to write in. Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing.

c. *Language-focused Learning.*

Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing and the Learners should have conscious strategies in dealing with parts of the writing process.

²¹I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Taylor & Francis e-Library, 2008), p. 93

d. *Fluency Development.*

Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working easily with familiar material.

The principles can be used to evaluate teaching and learning activities so that the best are chosen for use. The principles can also be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning.

3. The Nature of Narrative Paragraph

A paragraph consists of one or more sentences. According to Syafi'i, a paragraph is a unit of information in writing unified by a central idea. A paragraph is considered good only if the reader completely understands the unit of information, its content, and its central idea is completely developed. This central idea is usually stated in a topic sentence.²² To make a good paragraph we should know the components of paragraph, they are:²³

a. Topic sentence

The topic sentence is the most general statement of the paragraph. The topic sentence can come at the beginning or at the end of the paragraph, or even in the middle. A topic sentence

²²M. Syafi'i S, et al., *Loc. Cit.*,

²³*Ibid.*, pp. 2-7

contains both a topic and controlling idea. It names the topic and then limits the topic to a specific area to be discussed in a single paragraph.

b. Supporting Sentence

The next part of paragraph is the supporting sentences. They consist of two kinds: major supporting sentences and minor supporting sentences. A major supporting sentence is a sentence that directly supports the idea expressed in the topic sentence. A minor supporting sentence directly supports the major supporting sentence and at the same time indirectly supports the topic sentence. However, the main function of the supporting sentence is to provide the reader with evidence that the idea expressed in the topic sentence is true.

c. Concluding Sentence

The concluding sentence is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding statement is also a general statement, but it is the last sentence and ends the paragraph. Concluding sentence reminds the reader of the topic sentence. In fact, the concluding sentence can be written like topic sentence but in different words.

Narrative is a story telling. In other words, narrative is a story that is written to explain what, when, and who. It reveals what a reader should learn. According to Syafi'i, narration is the telling or relating of occurrences or a series of events. It requires writer to tell what happens. In telling a story or retelling events, it is useful to organize the events in chronological order, or time sequence. Generally, the events should be written about just as they happen, one after the other.²⁴

The purpose of narrative paragraph is to entertain, create stimulate emotions, motivate, guide, teach²⁵. The generic structures of narrative paragraph are introduction (orientation), problem, resolution.²⁶

a. Orientation.

It means that to introduce the characters of the story with the time and place set: who and what is involved in the story.

b. Complication.

It means that tell the problem which leads to the crisis (climax) of the main participants.

c. Resolution.

It is the final series of the events which is happened in the story. The problem (the crisis) is resolved.

²⁴M. Syafi'i S, et al., *Op. Cit.*, p. 18

²⁵Kalayo Hasibuan and Fuazan Muhammad, *Teaching English as a Foreign language (TEFL)*. (Pekanbaru: Alaf Riau, 2007), p. 130

²⁶*Ibid.*

4. Students' Writing Ability on Narrative Paragraph

Writing is important as means of communication and discovery. In each field of life, there must be different need of communication through writing. For example, student writes project paper, takes test and make reports. Based on the description above, it is important to know to compose and to communicate information and ideas in written English. According to Sylvian and Thomas, the success of our written communications depend largely upon our skill in composition.²⁷

Many students see writing only as a classroom exercise, truly, students need to recognize that mastering the complexities of writing process not only will help them to attain their immediate goal-well written essay, reports, and research paper, but will also serve them for beyond the confines of the English classroom.

In standard competence, the fuctions of teaching writing are expressing the meaning of the simple text of monologue/essay that uses written form fluently and accurately in narrative and report paragraph to interact in the contexts of daily life. Whereas in based competenceof writing, students can identify the language feature ofnarrative and report paragraph.²⁸ In conclusion, the ability to write

²⁷Sylvia A. Holladay and Thomas L Brown, *Options in Rhetoric Writing and Reading*. (New York: Prentice Hall, Inc, 1981), p. 2

²⁸Citra Amelia, *Syllabus of MTs Masmur Pekanbaru*. (Pekanbaru: Unpublished, 2013/2014), p. 44

well paragraph or composition is one of the students' skills that should be mastered.

5. The Nature Of Blender Method

A blender mix two or more products together to produce something that may not even resemble the original products. Blender method combines elements of brainwriting and brainstorming, thus taking advantages of the strengths of each²⁹. According to Warfield in Arthur, Blender originally was developed by Helmut Schlicksupp at the Battelle Institute in Frankfurt, Germany. His name for the method was SIL, a German acronym meaning Successive Integration of Problem Elements.³⁰ Group members silently generate ideas in writing for about 10 minutes.³¹

Brainwriting refers to a class of group methods in which the ideas are generated silently in writing³². Brainstorming is one of the most effective, and probably the most widely used, of the group processes. The process became known as brainstorming because the participants' brains were used to "storm" a problem³³. This method gives participants freedom to continue any idea with their own thoughts rather than forcing them to add to the thoughts of others.³⁴

²⁹B, Artur Vangundy, *101 Activities: For Teaching Creativity and Problem Solving*. (New York: Pfeiffer, 2005), p. 252

³⁰*Ibid.*

³¹*Ibid.*, p. 254

³²*Ibid.*

³³Higgins, James M, *101 Creative Problem Solving Techniques*. (United States of America: New Management Publishing Company, Inc., 1994), p. 118

³⁴*Ibid.*, p. 126

The objectives of this method are to help participants generate as many creative ideas as possible and to help participants learn how to use the activities to generate ideas.³⁵

6. Blender Handout

Assuming the teacher belong to a group of volunteer speakers. The group has met to brainstorm to improve their speeches. Group members silently generate ideas in writing for about 10 minutes. Then Mary reads her idea: “Ask the audience to submit questions on your topic before you speak.”

Next, John reads his idea: “Tell an opening story to get the attention of the audience and to illustrate your major theme.”

The group members think about these ideas and integrate them into one idea: “ask the audience to submit brief stories illustrating the theme, take a break to analyze their responses, and then tell them outcome”.

7. Advantages of Using Blender Method in Writing Ability

There are many advantages of using blender method in teaching writing ability for the students. According to Arthur, the advantages of this method are including accommodation of social interaction needs, and simulation by the ideas of others and also include elimination of domination, interpersonal conflict, and status differences and also helps ensure greater task orientation, provides a

³⁵*Ibid.*, p. 252

ready-to-use written record of ideas, and under certain condition, produce more ideas than brainstorming.³⁶

8. Using Blender Method Toward Ability In Writing Narrative Paragraph.

Based on writer's comprehension to the steps of blender method in writing discussed in this research and the writer's experience in teaching report, the writer notices some steps as follows:

- a. The teacher distributes blender handout to the students.
- b. Asking each student in the small groups to write on Post-it Notes (one idea per note), ideas for the problem, without speaking, for about 5 to 10 minutes.
- c. The teacher tell to the students to have two group members, each reads one of their ideas aloud.
- d. Having the other group members attempt to integrate (blend) the two ideas into one idea and ask one group member to write it down on a Post-it Note.
- e. The teacher instructs the students to have third group member to read an idea aloud and have the groups integrate it with the result of step 4 (that is, all three ideas now are integrated, because the third idea is integrated with the product of the first two ideas). Tell them that someone in their group should write down this new idea on a Post-it Note.

³⁶Arthur B. Vangundy, *Creative Problem Solving: A Guide for Trainers and Management* (New York:Greenwood Press, Inc, 1987), P. 132

- f. Telling to the students to repeat this process until all ideas have been read and the group has attempted to integrate them (some ideas may defy integration), for about 40 to 50 minutes.
- g. Having the groups stop when the members find an integrated ideas acceptable to all or time runs out.
- h. Telling to the students to write down any other ideas on Post-it Notes (one idea per note) and place all ideas generated on flip charts for evaluation, for about 15 to 20 minutes.

9. Steps in Using Blender Method.

According to Artur, the procedures of using blender method are³⁷:

- a. Distributing the Blender Handout, review it with the participants, and answer any questions they may have.
- b. Asking each student in small groups to write, on Post-it Notes (one idea per note), ideas for the problem, without speaking, for about 5 to 10 minutes.
- c. Telling them to have two group members, each reads one of their ideas aloud.
- d. Having the othergroup members attempt to integrate (blende) the two ideas into one idea and ask one group member to write it down on a Post-it Note.
- e. Intructing them to have a third group member read an idea aloud and have the groups integrate it with the result of step 4 (that is, all

³⁷Arthur B Vangundy, *Op. Cit.*, h. 253

three ideas now are integrated, because the third idea is integrated with the product of the first two ideas). Tell them that someone in their group should write down this new idea on a Post-it Note.

- f. Telling them to repeat this process until all ideas have been read and the group has attempted to integrate them (some ideas may defy integration).
- g. Having the groups stop when the members find an integrated idea acceptable to all or time runs out.
- h. Telling them to write down any other ideas on Post-it Notes (one idea per note) and place all ideas generated on flip charts for evaluation.

B. Relevant Research

To avoid the same title used in the research, the writer shows the relevant researches done by previous researchers.

This research was conducted by previous researcher , Robert Eagen in 2011 entitled “ An Experiment on the Effectiveness of Using Blender Method in teaching toward students’ ability in writing at Sam Houston State University”. He tried to find out how the students’ ability in writing was.

From this research, he found that Blender method was effective in increasing students’ writing Ability.³⁸

³⁸Robert Eagen, “*The Effectiveness of Using Blender Method in teaching toward students’ ability in writing at Sam Houston State University*” (Retrieved on January 05th2013), p. 1, ([http://edtheory.blogspot.com/2011/10/the-effectiveness-of-using-blender-method-toward-students'-writing-ability-at-sam-houston state.html](http://edtheory.blogspot.com/2011/10/the-effectiveness-of-using-blender-method-toward-students'-writing-ability-at-sam-houston-state.html)).

C. The Operasional Concept

Operasional concept is a concept as a guidance used to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variables used in this study. According to Syafi'i, all related theoretical frameworks can be operated in the operational concept³⁹. In this research there are two variables used namely independent variable (X), using blender method, and dependent variable (Y), writing ability on narrative paragraph of the second year students.

The researcher's way to evaluate the variables can be seen in the following explanation.

1. Variable (X) is using blender method, it can be seen in the following indicators⁴⁰:
 - a. The teacher distributes the blender handout to the students.
 - b. Asking each student in small groups to write, on Post-it Notes (one idea per note), ideas for the problem, without speaking, for about 5 to 10 minutes.
 - c. Telling them to have two group members, each reads one of their ideas aloud.
 - d. Having the othergroup members attempt to integrate (blende) the two ideas into one idea and ask one group member to write it down on a Post-it Note.

³⁹M. Syafi'i, *Op. Cit.*, P. 122

⁴⁰Arthur B Vangundy, *Loc. Cit.*

- e. Intracting them to have a third group member read an idea aloud and have the groups integrate it with the result of step 4 (that is, all three ideas now are integrated, because the third idea is integrated with the product of the first two ideas). Tell them that someone in their group should write down this new ide on a Post-it Note.
 - f. Telling them to repeat this process until all ideas have been read and the group has attempted to integrate them (some ideas may defy integration).
 - g. Having the groups stop when the members find an integrated ide acceptable to all or time runs out.
 - h. Telling them to write down any other ideas on Post-it Notes (one idea per note) and place all ideas generated on flip charts for evaluation.
2. Variable (Y) is students' writing ability on narrative paragraph at the second year students. It can be seen in the following indicators⁴¹:
- a. The students are able to to make the correct narrative paragraph.
 - b. The students are able to write the main idea in narrative paragraph correctly.
 - c. The students are able to use chronological order in writing narrative paragraph.
 - d. The students are able to use the correct vocabulary in narrative paragraph.

⁴¹Citra Amelia., *Syllabus of MTs Masmur pekanbaru* (Pekanbaru: Unpublished, 2014), pp. 10-11

D. Assumptions and Hypotheses

1. Assumption

In this research, the researcher assumes that the blender method can help the students in improving their ability in writing narrative paragraph. It will help the students of MTs Masmur Pekanbaru at the second year in improving their ability in writing narrative paragraph.

2. Hypotheses

a. H_{a1} :Students' writing ability on narrartive paragraph taught by using blender method is high.

H_{01} :Students' writing ability on narrative paragraph taught without using blender method is low.

b. H_{a2} :There is a significant effect of using blender method toward students' writing ability on narrative paragraph at the second year of MTs Masmur Pekanbaru.

H_{02} :There is no significant effect of using blender method toward students' writing ability on narrative paragraph at the second year of MTs Masmur Pekanbaru