

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Writing

Writing is a combination of process and product.<sup>1</sup> Looking how writing is organized and developed rather than think of its product. Furthermore, Nunan stated that product oriented approached to the development of writing favour classroom activities in which the learner is engaged in imitating, copying, and transforming models of correct language.<sup>2</sup>In addition, Martin in Nunan argued that these forms of factual writing encourage the development of critical thinking skills which in turn encourage individuals to opportunity of developing factual writing skills are also denied the tools which would help them to challenge their social reality.<sup>3</sup>According to Boardman, writing is a continuous process of thinking and organizing, rethinking and reorganizing.<sup>4</sup> He added that good writers go through six basic steps which can repeat as many times as necessary. They are assessing the assignment, generating ideas, organizing ideas, writing the first paragraph, rewriting and writing final draft. Halliday in David Nunan suggested that writing has evolved in societies

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<sup>1</sup>Sokolik in Caroline. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, 2005), p. 98

<sup>2</sup>David Nunan. *Language Teaching Methodology: A Textbook for Teachers*. (Sydney: Practice Hall, 1991), p. 86

<sup>3</sup>*Ibid*

<sup>4</sup>Cynthia A Boardman and JiaFrydenberg. *Writing to Communicate Paragraphs and Essays: 2<sup>nd</sup> Edition*, (California: Longman Com, 2002), p.11

as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.<sup>5</sup>He speculated that with the emergence of cultures based on agriculture rather than hunting and gathering, there developed a need for permanent records which could be referred to over and over again. This was the initial stimulus for the emergence of a new form of language: writing. Besides that, Halliday in David Nunan also stated that written language serves a range of function in everyday life, including the following things:<sup>6</sup>

1. Primarily for Action

a. Public Signs

Example: on roads and station.

b. Product Labels and Instructions

Example: on food, tools or toys purchased. Recipes, maps, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals, monitor and printouts.

c. Social Contact

Example: personal correspondence, letters, postcards, greeting cards.

2. Primarily for Information

Example: newspaper (news, editorial) and current affairs magazines; hobby magazines; non fiction books, including textbooks;

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<sup>5</sup>David Nunan, *Op. Cit.* P.84

<sup>6</sup>*Ibid.*

public notices; advertisements; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

### 3. Primarily for Entertainment

Light magazines, comic strips; fiction books; poetry and drama; newspaper features; film subtitles; games, including computer games.

From the statements above, it can be concluded that writing is one of the communication tools to express and communicate the writers ideas beside speaking. It is a complete process of how the writer construct the ideas and show them into written form by considering audience and purpose.

## 2. Writing Ability

Writing is a productive language skill to express the ideas and feelings by using written language. According to Hughey, et, al., writing is an essential form of communication because through writing, the writers can express their feelings, hopes, dreams, and joy as well as their fears, anger, and frustrations.<sup>7</sup>By writing, the writers can express his or her ideas, and feelings. Then, it provides the information for the readers. Chaplin as cited by Febry said that the ability is the power to do something that can be differed from aptitude and capacity.<sup>8</sup> In short, writing ability is an ability of someone in expressing his or herself by giving written information so this can be read and learned by other people.

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<sup>7</sup>Jane B Hughey, et. al., *Teaching ESL Composition Principles and Techniques*.(London :Newbury House Publisher, 1983), p. 33

<sup>8</sup>Bambang Febry, *Students Ability in Using Subject-Verb Agreement in Writing Simple Descriptive Paragraphs at The Second Year of SMA Negeri 2 Singingi, Kuantan Singing*.(Pekanbaru: UIN Suska Riau, 2007),p. 4

According to Brown<sup>9</sup>, There are two kinds 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.
  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, give 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's interpretation, using prewriting devices,

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<sup>9</sup>H.Douglas Brown. *LanguageAssessment: Principles and Classroom Practice*. (New York :Pearson Education,Inc, 2007), p. 220-221

writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### 3. Teaching Writing

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 study situations. Marianne and Murcia stated writing is that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers.<sup>10</sup> Such communication is important in the modern world. Teaching writing of Senior High School is to get things done and to form and maintain social relationship. Reality, teacher can teach students such as letter, announcement, etc. in the teaching writing that can focus on the product of that writing or on the writing process itself.<sup>11</sup> Nunan stated writing is use to show that students has master a particular grammatical rule, rather than has a good idea about the subject matter.<sup>12</sup>

Nunan summarized the principles of teaching writing as follows:<sup>13</sup>

1. Understand the students' reasons for writing.
2. Provide many opportunities for students to write.
3. Make feedback helpful and meaningful.
4. Clarify for teacher, and for students, how their writing be evaluated.

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<sup>10</sup>Marianne C and Murcia, *Teaching English as Second or Foreign Language: 3<sup>rd</sup> Edition*, (USA: Heinle and Heinle Thomson Learning, 2001),p. 207

<sup>11</sup>Jeremy Hermer. *The Practice of English Language Teaching: 3<sup>rd</sup> Edition Completely Revised and Updated*. (Cambridge: Pearson Education Limited, 2001),p. 257

<sup>12</sup>David Nunan. *Practical English Language Teaching: 1<sup>st</sup> Edition*. (New York: McGraw Hill, 2003), p. 89

<sup>13</sup>*Ibid.*, p. 92

#### 4. The Nature of Paragraph

Writing is one of the main four skills in English besides listening, speaking, and reading. According to Boardman, Paragraph is a group of sentences that works together to develop main idea.<sup>14</sup> They are organized differently depending on their purposes. Oshima and Hogue stated a paragraph is a basic unit of organization in writing a group of related sentences develops one main idea.<sup>15</sup> A paragraph can be seen as short one sentence or as long as ten sentences. Furthermore, Syafi'i stated that paragraph is a unit of information in writing that is unified by a central idea.<sup>16</sup> 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. In addition, Muhyidin stated a paragraph is a piece of writing that made up of three main parts.<sup>17</sup> Furthermore, According to Muhyidin, there are three main parts of paragraph, they are:<sup>18</sup>

##### 1. Topic sentence

A good topic sentence states an idea or an attitude about the topic as well. This idea or attitude is called the controlling idea. It controls

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<sup>14</sup>Cynthia A Boardman and JiaFrydenberg,,*Op, Cit.* p. 4

<sup>15</sup>Alice Oshima and Ann Hogue, *Writing Academic English:3<sup>rd</sup> Edition*, (USA: Longman, 1999), p.16

<sup>16</sup>M Syafi'i S, M FauzanAnsyari, JonriKasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p. 1

<sup>17</sup>Drs. TatangSetiaMuhyidin, *Writing Paragraphs and Essays Through Models and Exercises*,(Jakarta:DepartemenPendidikandanKebudayaanDirektoratJenderalPendidikanTinggiProyekPengembanganLembagaPendidikanTenagaKependidikan, 1998), p. 2

<sup>18</sup>*Ibid.*

what the sentences in the paragraph will discuss. All sentences in the paragraph should relate to and develop the controlling idea.

## 2. Supporting sentence

Supporting sentences are sentences that develop the topic sentence by giving examples, reasons, and facts.

## 3. Concluding sentence

The concluding sentence signals the end of the paragraph and because it reminds him or her of the important points of the paragraph. The purposes of concluding sentence are to summarize the main points of the paragraph and also to give a final comment on topic and leave the reader with the most important ideas to think about.

According to Syafi'i, there are five kinds of paragraphs, they are:<sup>19</sup>

### 1. Descriptive Paragraph

Descriptive Paragraph describes ideas and examples focused on a particular subject.

### 2. Narrative Paragraph

Narrative Paragraph is story telling. Whether it tells a true story or fiction, narrative essay gives an account of one or more experiences.

### 3. Expository Paragraph

Expository Paragraph is to give information, explain why or how, clarify a process or define a concept.

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<sup>19</sup>M Syafi'i S, M FauzanAnsyari, and JonriKasdi, *Op. Cit.*, p. 43-83

#### 4. 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.

In order to develop paragraph easily, there are nine processes of writing a paragraph:<sup>20</sup>

- b. Choose a subject that know about

Example: unforgettable experience

- c. Identify the audience

Example: classmates

- d. Narrow the subject to a topic that will interest the audience.

Examples: funny experience

Our last vocation

Sad experience

- e. Collect some ideas about the topic.

Examples: Our last vocation=very interesting

Going to the beach

Having fun with my family

Eating together besides the beach

Very nice place and so comfort

- f. List details about some of ideas that will interest the audience.

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<sup>20</sup>Joy M Reid, *The Process of Composition: 2<sup>nd</sup> Edition*, (London: Prentice Hall Regents, 1988), p. 14

Examples: swimming, sunrise, sunset, wave, and so on.

- g. Limit the ideas to the most important ones want to communicate.

Example: swimming  
 Or  
 Sunrise

} choose one → swimming

- h. State the main idea of the paragraph in the topic sentence.

Example: since I came to the beach, the most interesting activity was swimming.

- i. The point of the paragraph  
 j. Write the paragraph, using the details have listed.

In conclusion, paragraph is an essential unit which develops a writing. Every paragraph has one idea and every sentence in paragraph must help develop the central ideas.

## 5. The Nature of Narrative Paragraph

According to Boardman, a narrative paragraph tells a story.<sup>21</sup> the story about one trip and what happened before, during, and after it. It tells stories of shorter or greater length. Syafi'i stated that narrative paragraph is telling or relating of occurrences or a series of event.<sup>22</sup> It also can be called storytelling. According Kalayo Hasibuan, the purposes of narrative paragraph are to entertain, create, stimulate, emotions, motivate, guide,

<sup>21</sup>Cynthia A Boardman, *Op.Cit.*,p. 54

<sup>22</sup>M Syafi'i S, M FauzanAnsyari, and JonriKasdi, *Op.Cit.*,p. 16

and to teach.<sup>23</sup> Furthermore, According to Syafi'i, all narratives have certain elements in common. They are:<sup>24</sup>

1. Unfold over time

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

## 6. Students' Writing Ability in Narrative Paragraph

According to Syafi'i, narrative paragraph is telling or relating of occurrences or a series of event.<sup>25</sup> Narratives include different types, or

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<sup>23</sup>KalayoHasibuan and M FauzanAnsyari, Teaching English as a Foreign (TEFL). (Pekanbaru:Alaf Riau Graha UNRI Press, 2007), p. 130

<sup>24</sup>M Syafi'i S, M FauzanAnsyari, and JonriKasdi, *Op.Cit.*,p. 54

<sup>25</sup>*Ibid.*, p.16

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. The characteristic of narrative:<sup>26</sup>

a. Communicative purpose of narrative text

To amuse/entertain the readers with a story that deals with complications or problems events.

b. Generic structure

1. Orientation: introducing people, time, and place
2. Complication: problem in story
3. Resolution: finishing of the problem
4. Reorientation: ending of the story

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 characteristic help the students to be good at writing narrative paragraph.

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<sup>26</sup>SamsulAmri. *ModulBimbinganBelajar* (Pekanbaru: Unpublished, 2012), p. 5-6

## 7. The Factors Influencing Students' Writing Ability in Narrative Paragraph

Melgis Dilkawaty stated there are some factors that influence students' writing ability, they are:<sup>27</sup>

### a. Fear Factor of Writing

According to Burckardt in Melgis, there are kinds of factors that make someone afraid of writing:

1. Have poor graphmotor 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 big barriers for people's and students' ability to write known as writer's block. Based on the idea above, it is clear that the fear factors of writing give influence toward students' writing ability, especially in writing narrative paragraph.

### b. Reading

Reading becomes one of the media for the writers to gain information that they will deliver it to the written language. So that, the more they read, the more information they get and the more experience they obtain to write.

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<sup>27</sup> Melgis Dilkawaty Pratama. The Effect of Using Dictogloss Technique Toward Ability in Writing Essay Text at the Secpnd Year Students of SMAN 4 Pekanbaru. (Pekanbaru: UIN SUSKA Riau, 2011), pp. 14-16

c. Writing Environment

If the environment of students is mostly in literacy environment, the students will be accustomed to writing. When writing becomes their habit, it will be useful to improve their writing ability.

d. Teaching Technique

Teaching is the process in transferring knowledge and giving lesson to students. Brown defines that teaching includes those activities (techniques and exercises) rationally selected by the teacher to help students achieve lesson. According to Rijlaarsdam and Bergh in Melgis, there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, 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 the students in writing can be improved if the teacher can inspire the students in teaching writing, in other words, the teachers technique used by the teacher takes an important role in developing students' ability in writing especially in writing narrative paragraphs.

## 8. The Nature of Timed Writing Checklist Strategy

Timed Writing Checklist Strategy is a strategy to organize their writing to prepare for a timed writing portion of a test.<sup>28</sup>When found a

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<sup>28</sup>Katherine WiesolekKuta, *Reading and Writing to Learn: Strategies Across the Curriculum*, (London: Greenwood Publishing Group, 2008), p. 208

topic, tried freewriting on it, and are read to write a rough draft, the next step is to go over the following check list for ideas and to return to the check list at various stages of your writing for further help.<sup>29</sup>

By using this strategy is hoped that the students are easier to understand writing ability. In this strategy, the teacher uses the procedures as follows:<sup>30</sup>

- a. The teacher gives the students handout and repeats information about material based on the handout.
- b. The teacher should be defined and reviewed about narrative paragraphs.
- c. The teacher starts of a class period during 30-35 minutes, and tell students that they will be timed while they are using the format on the handout.
- d. The teacher reads the direction and gives students 5 minutes to plan their writing.
- e. The teacher says stop when five minutes are up and asks to students to write the narrative paragraph about 20 to 25 minutes.
- f. For the last 5 minutes, teacher asks students to stop and read their writing, and then says stop again.
- g. The teacher lets students to assess their progress and weaknesses.
- h. The students may use highlighters to color code various parts of paragraphs.

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<sup>29</sup>[http://bellevuecollege.edu/artshum/materials/engl/Christiansen/092Wrtng\\_Chcklst.htm](http://bellevuecollege.edu/artshum/materials/engl/Christiansen/092Wrtng_Chcklst.htm),  
retrieved on May 8<sup>th</sup> 2013

<sup>30</sup>Katherine Wiesolek Kuta, *Loc, Cit.*

### **9. Teaching by Using Timed Writing Checklist Strategy Towards Students' Writing Ability in Narrative Paragraphs**

The purpose of this activity is to help students organize their writing to prepare for a timed writing portion of a test. If the students repeatedly practice using their time efficiently, they will be able to follow the activity's format automatically during timed.<sup>31</sup>

In this activity the teacher uses the procedures as follows:

- a. The teacher gives the students handout and repeats information about material based on the handout.
- b. The teacher should be defined and reviewed about narrative paragraphs.
- c. The teacher starts of a class period during 30-35 minutes, and tell students that they will be timed while they are using the format on the handout.
- d. The teacher reads the direction and gives students 5 minutes to plan their writing.
- e. The teacher says stop when five minutes are up and asks to students to write the narrative paragraph about 20 to 25 minutes.
- f. For the last 5 minutes, teacher asks students to stop and read their writing, and then says stop again.
- g. The teacher lets students to assess their progress and weaknesses.
- h. The students may use highlighters to color code various parts of paragraphs.

Based on the explanation above this strategy is appropriate with writing ability.

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<sup>31</sup>Katherine Wiesolek Kuta, *Loc.Cit.*

## B. 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 itself.<sup>32</sup> There are some studies conducted by some researchers dealing with this research. The researcher was done by Zaurah in 2012<sup>33</sup>, a student who graduated from English Education Department. Her research was entitled "The Effect of Using Flowcharts on the Students' Writing Ability of Narrative Text at the Second Year of SMPN 16 Siak Regency". The objective her research was to find out whether there is a significant effect of flowcharts toward students' writing ability of narrative text or not at the second year of SMPN 16 Siak Regency. She could make the conclusion that there was a significant effect of using flowcharts on the students writing ability of narrative text at the second year students of SMPN 16 Siak Regency by considering  $F_{\text{calculated}} = 48.631$  was higher than  $F_{0.05} = 1.42$ . it means that  $H_a$  was accepted and  $H_0$  was rejected.

## C. Operational Concept

The operational concept is the concept used to avoid misunderstanding in a research. The concepts were operated in investigating the effect of using timed writing checklist strategy towards students' writing ability of narrative paragraphs at the first year of MA Muhamadiyah as follows:<sup>34</sup>

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<sup>32</sup>M. Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru:LBSI, 2007), p. 122

<sup>33</sup>Zaurah. *The Effect of Using Flowcharts on the Students' Writing Ability of Narrative Text at the Second Year of SMPN 16 Siak Regency*. ( Pekanbaru: UIN SUSKA Riau, 2012)

<sup>34</sup> Katherine Wiesolek Kuta, *Loc.Cit.*

1. Indicators of using Timed Writing Checklist Strategy are as follows:
  - a. The teacher gives the students handout and repeats information about material based on the handout.
  - b. The teacher should be defined and reviewed about narrative paragraphs.
  - c. The teacher starts of a class period during 30-35 minutes, and tells students that they will be timed while they are using the format on the handout.
  - d. The teacher reads the direction and gives students 5 minutes to plan their writing.
  - e. The teacher says stop when five minutes are up and asks to students to write the narrative paragraph about 20 to 25 minutes.
  - f. For the last 5 minutes, teacher asks students to stop and read their writing, and then says stop again.
  - g. The teacher lets students to assess their progress and weaknesses.
  - h. The students may use highlighters to color code various parts of paragraphs.
2. Indicators of students' ability in writing narrative paragraphs are as follows:<sup>35</sup>
  - a. The students are able to write content clearly.
  - b. The students are able to write organization correctly.
  - c. The students are able to use vocabulary appropriately.
  - d. The students are able to use grammatical features correctly.

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<sup>35</sup> Arthur Hughes, *Testing for Language Teachers: Second Edition*. ( United Kingdom: Cambridge University Press, 2003),p. 104

- e. The students are able to use spelling and punctuation correctly.

#### **D. The Assumptions And The Hypothesis**

##### **1. The Assumptions**

in this research, the writer assumes that the result of this research shows the students' writing ability would yield better after being taught by using timed writing checklist strategy towards students' writing ability in narrative paragraphs at the first year of MA Muhammadiyah Pekanbaru.

##### **2. The Hypothesis**

###### **Ha:**

There is a significant different of result between students' writing ability in narrative paragraphs before and after being taught by using timed writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru.

###### **Ho:**

There is no a significant different of result between students' writing ability in narrative paragraphs before and after being taught by using timed writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru.