

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Theoretical Framework

##### 1. The Nature of Writing Ability

Writing is one of the communication tools; someone can express his or her thought, ideas, and feelings to other people by using written language. Writing has always been used as a means of reinforcing language that has been taught.<sup>1</sup> Writing ability is specific ability that 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.

Writing is completely a complex process in which the writers are required to focus on many aspects in their writing process and it is a very hard to make students interested in writing since writing itself needs a long process. The ability to give ideas in writing form is not easy, especially for students. They should have a good feeling in everything and have an interesting in a paragraph. Therefore, it is necessary for them to guide, and to control their ideas, which can be applied in teaching writing. Writing, as the productive skill, requires students to produce a written material. It is not an easy job because the job of the writer is not only

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<sup>1</sup> Jeremy Harmer. *How to Teach Writing*. (England: Pearson Education Limited, 2004). p.32

telling, but also showing in order that the readers are interested in our written material. Troyka states that writing is a way of communicating a message to a reader for a purpose.

In conclusion, writing ability is specific ability that helps writers to put their ideas into words in meaningful form and interact with the message. Writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

## **2. The Components of Writing**

In developing writing skill, the students or the learners cannot become the good writer in a short time; they need more training and know some components of writing. Hughey, et.al. propose five components of writing that must be notice by writer in a writing composition:<sup>2</sup>

### **1. Content**

It is related to the content of the writing itself. It means the ability of the writer to think creatively and develop their good ideas.

### **2. Organization**

It pertains the ideas which must be stated clearly, well organized, logically sequence and cohesive.

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<sup>2</sup> Jane B. Hughey, et.al. *Teaching ESL Compotision: Principle and Techniques*.(Rowley: Newbury House Publisher, 1983). pp. 139-141

### 3. Vocabulary

Vocabulary used should be sophisticated range and effective words idiom in order to make a good writing.

### 4. Language Use/Grammatically Feature

It is related to the highlight effective complex construction, few errors of agreement, and the other of articles is used. In composing paragraphs or texts, the mastery of grammatical order is very important for writers. It will influence what messages that will be caught by the readers.

### 5. Mechanics/Spelling and Punctuation

It is related to the ability of the writer to mastery convention, spelling, punctuation, capitalization, etc.

All of the writing components above are very crucial in writing. If one of the components of writing above is nothing in a writing, the students' writing will not be coherence each other. That is why the students have to know all of the components in order to make good writing.

### 3. Students' Writing Ability of Narrative Paragraph

There are various kinds of paragraph learned by students. One of them is narrative paragraph. Narrative paragraph is one of the paragraphs taught in majority of classroom context. Therefore, the students should know some components in narrative form.

Narrative paragraph tells a story. In paragraph, the narrative writing can be considered as reflection or an exploration of the author's values poured into a story. Dorothy also states that a paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic.<sup>3</sup> If the students know the component of paragraph certainly the students are able to develop a paragraph well, they will be easy to continue their writings become an essay and to write anything.

#### a. The Purpose of Narrative

The basic purpose of narrative is to entertain, to create to simulate emotions, to motive, to guide, to teach.<sup>4</sup> The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purpose of stories and the way that they work at different levels. Peter and Megan state that narrative has a powerful

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<sup>3</sup> Dorothy E Zwmach and Lisa A Rumisek, *College writing from Paragraph to Essay*. (Oxford: Macmillan Education, 2003).p. 11

<sup>4</sup> Kalayoh Hasibuan and M. fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*.(Pekanbaru: Alaf Riau Graha UNRI Press, 2007).p. 130

social role beyond that of being a medium for entertainment.<sup>5</sup> The social function is to amuse or to entertain the readers. In order to make the readers entertained, The writer has to do more than telling us the truth he sees in the story, he must manifest that truth in the characters and the action.

#### b. The Structure of Narrative

Narratives generally present a sequence of events involving characters who have a problem to solve; they end with a resolution to the problem.<sup>6</sup> The generic structures of narrative are:

##### 1. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

##### 2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

##### 3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

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<sup>5</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar*. (Sydney: University of New South Wales Press, 2005). pp.221-222

<sup>6</sup> *Ibid*, p. 38

#### 4. Re-orientation.

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.<sup>7</sup>

#### c. Example of Narrative Paragraph

##### Buggy Races

Once upon a time, there live lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sandhill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.<sup>8</sup>

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<sup>7</sup> Kate grenville, *writing from Start to Finish*, (Sydney: Griffin Press, 2001). p. 194

<sup>8</sup> Artono Wardiman, *English in Focus for Grade VIII Junior High School (SMP/MTS)*, (Jakarta: pusat perbukuan departemen pendidikan nasional. 2008).p. 88

The following indicators are expected to the students to master writing narrative paragraph that students are able to<sup>9</sup>:

- a. Write a paragraph in narrative form

Paragraph is a unit of information in writing unified by a central idea.<sup>10</sup> Narrative paragraph most often tells a story in order to illustrate or demonstrate a point. There are many types of narrative paragraph. They can be imaginary or factual. They may include personal experiences, biography, fairy tales, fables and folk tales.<sup>11</sup>

- b. Understand the language feature of narrative

Language features refer to the language characteristic and grammatical aspect in a spoken and written text. Language features in narrative text usually refer to the use of past tense, adverb of time, time conjunction, specific character, verbs, direct speech.<sup>12</sup>

- c. Understand about the generic structure

Narratives generally present a sequence of events involving characters who have a problem to solve; they end with a resolution to the

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<sup>9</sup> Syllabus, *Ibid*.

<sup>10</sup> Syafii, et.al. The Effective Paragraph Developments: *The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2011) p. 1

<sup>11</sup> Eileen Carr, Loviah Aldinger, and Judythe Patberg, *Teaching Comprehension*. (New York: Broadway, 2004). p. 38

<sup>12</sup> Ade Ulfayani, *Narrative Text*. (Retrieved on march 25, 2014 <http://adeulfayani>. Wordpress. Com/narrative-text-2/)

problem.<sup>13</sup> Narrative text consists of orientation, complication, resolution and re-orientation.

#### 4. Make inference of narrative paragraph

The inference is an idea or conclusion that is drawn from evidence and reasoning. By making conclusion after a learning experience so students can process of what has been learned and can move the material into long-term memory.

#### 4. **The Nature of Group Summarizing Strategy**

Group summarizing strategy supports students to work together to preview text before reading, locate supporting information and examples during reading, and summarize their ideas on a four-quadrant chart after reading. The charted information provides a structure to write the group summary. According to Vicki and Monette, Group summarizing can jump-start your students' drafting process because you and your students work collaboratively on the strategy. During the drafting stage of the writing process, students express what they know about a given topic in written form. While this phase can be easy because of its nonjudgmental quality, it can be difficult as well. Like other strategies included in this guide, group summarizing values the social nature of the writing process.<sup>14</sup>

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<sup>13</sup> *Ibid*, p. 38

<sup>14</sup> Vicki Urquhart and Monette McIver, *Loc.cit.*p. 92

Group summarizing strategy makes students easy to express their ideas. They express their ideas in group and make a summary about all ideas in the group and finally it can make students easy to make their own summary. There are some procedures to teach by using Group Summarizing strategy, they are:<sup>15</sup>

No	Procedures	Learning Principle
1.	The teacher selects a section from a textbook or other resource material to review by students and the teacher prepare chart paper before.	Introducing the students the sample of narrative paragraph.
2.	Ask students to review the selection and identify four key topics to focus on while reading	Giving the information of narrative paragraph.
3.	The teacher divided students into small group. Then, the teacher divide chart paper into four sections and labels each section with a key topic.	Help the students to identify the key topics.
4.	The teacher asks students to share relevant information they learned about the key topics through their reading.	Giving the students opportunity to develop their ideas.
5.	After students have read the	Giving them chance to sharing

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<sup>15</sup> *Ibid*

	text and make their notes in group, tell the group to discuss with one another what information and ideas they found that were important about the key words, and incorporate in the summary draft.	the information that they found in their own group.
6.	The teacher asks students to write the draft. In addition, discuss the additional information as needed and be sure their ideas are clearly expressed.	Giving the students chance to make their own summary.

Based on the procedures above, we can see that students have to participate with the topic given by the teacher. Students can share all of their ideas in the group, they can also ask questions related to the topic, and every student should give her or his opinions or comments and make a summary about some ideas in the group. Group summaries offer individuals the support of ideas from others and allow each student to see how a summary is organized and takes concrete shape.<sup>16</sup>

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<sup>16</sup> Olson, M. W. & Gee, T. C. Content reading instruction in the primary grades: Perceptions and Strategies. (*Reading Teacher*,1991) 45, 298-307.

The example of group summarizing strategy:<sup>17</sup>

### Sample Group Summarizing Chart

<b>TOPIC—Rosalind Franklin</b>
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<b>Major Contributions</b> <ul style="list-style-type: none"><li>• Franklin believed that x-ray crystallography could be used to identify the structure of DNA.</li><li>• This technique allowed Crick, Watson, and Wilkins to accurately map the structure of</li></ul>	<b>Background Information</b> <ul style="list-style-type: none"><li>• Franklin was born in 1920.</li><li>• She completed her graduate studies in chemistry at Cambridge University.</li><li>• Franklin had a privileged childhood as the daughter of a</li></ul>
<b>Collaborating Partners</b> <ul style="list-style-type: none"><li>• Franklin met Maurice Wilkins while working at the Randall Laboratory.</li><li>• James Watson was trained as a zoologist.</li><li>• Francis Crick, who died in 2004, learned about Franklin's work through a presentation Wilkins gave at a conference.</li><li>• Crick, Watson, and Wilkins won the Nobel Prize in Physiology and Medicine in 1962 for their work with DNA.</li></ul>	<b>Controversy Surrounding Franklin</b> <ul style="list-style-type: none"><li>• Crick, Watson, and Wilkins used Franklin's preliminary work with x-ray crystallography to describe DNA's structure, but they failed to give Franklin adequate recognition for her contribution to their discovery.</li></ul>

#### Summary paragraph - No changes

Franklin was born in 1920. She completed her graduate studies in chemistry at Cambridge University. Franklin had a privileged childhood as the daughter of a banker. Franklin died in 1958,

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<sup>17</sup> Vicki Urquhart and Monette McIver, *Op.cit.* pp. 93-95

succumbing to ovarian cancer. Franklin believed that x-ray crystallography could be used to identify the structure of DNA. This technique allowed Crick, Watson, and Wilkins to accurately map the structure of DNA. Franklin met Maurice Wilkins while working at the Randall Laboratory. James Watson was trained as a zoologist. Francis Crick, who died in 2004, learned about Franklin's work through a presentation Wilkins gave at a conference. Crick, Watson, and Wilkins won the Nobel Prize in Physiology and Medicine in 1962 for their work with DNA. Crick, Watson, and Wilkins used Franklin's preliminary work with x-ray crystallography to describe DNA's structure, but they failed to give Franklin adequate recognition for her contribution to their discovery.

#### **Summary paragraph - changes**

*Rosalind Franklin made a significant contribution to science, yet many people do not know about the major role that she played.* Franklin was born in 1920. She completed her graduate studies in chemistry at Cambridge University, *but she* Franklin had a privileged childhood as the daughter of a banker. Franklin died in 1958, succumbing to ovarian cancer. ~~Franklin believed that x-ray crystallography could be used to identify the structure of DNA. This technique allowed Crick, Watson, and Wilkins to accurately map the structure of DNA. Her colleagues included Franklin met Maurice Wilkins, who Franklin met while working at the Randall Laboratory, James Watson was trained as a zoologist., and Francis Crick, who died in 2004. Crick, Watson, and Wilkins won the Nobel Prize in Physiology and Medicine in 1962.~~ Franklin met Maurice Wilkins while working at the Randall Laboratory. James Watson was trained as a zoologist. Francis Crick, who died in 2004, learned about Franklin's work through a presentation Wilkins gave at a conference. Crick, Watson, and Wilkins won the Nobel Prize for Physiology and Medicine in 1962 for their work with DNA. Crick, Watson, and Wilkins used Franklin's preliminary work with x-ray crystallography to describe DNA's structure, but they failed to give Franklin adequate recognition for her contribution to their discovery.

#### **Summary Paragraph – final copy**

*Rosalind Franklin made a significant contribution to science, yet many people do not know about the major role that she played.* Franklin was born in 1920. She completed her graduate studies in chemistry at Cambridge University, *but she* died in 1958, succumbing to ovarian cancer. Franklin believed that x-ray crystallography could be used to identify the structure of DNA. This technique allowed Crick, Watson, and Wilkins to accurately map the structure of DNA. *Her colleagues included Maurice Wilkins, who Franklin met while working at the*

*Randall Laboratory, James Watson, and Francis Crick, who died in 2004. Crick, Watson, and Wilkins won the Nobel Prize in Physiology and Medicine in 1962 for their work with DNA. Crick, Watson, and Wilkins used Franklin's preliminary work with x-ray crystallography to describe DNA's structure, but they failed to give Franklin adequate recognition for her contribution to their discovery.*

Therefore, by applying group summarizing strategy we can find some advantages, they are:

1. It helps students learn to determine essential ideas and consolidate important details that support them.
2. It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.
3. It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.<sup>18</sup>
4. Use summarizing after a learning experience so students can process or make sense of what has been learned and can move the material into long-term memory.<sup>19</sup>

## **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

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<sup>18</sup><http://www.readingrockets.org/strategies/summarizing>, retrieval on March 7<sup>th</sup>, 2014.

<sup>19</sup>Rick Wormeli, *Summarization in Any Subject*, (Alexandria: ASCD, 2005).p. 4

to our research.<sup>20</sup> Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research:

1. A research conducted by a student of English Education Department of Islamic States University of Sultan Syarif Kasim Pekanbaru named Yurliana entitled “The Effect of Comic Strips Use Toward Ability in Writing Narrative Paragraph at The Second Year Students of Islamic Junior High School Muhammadiyah Pekanbaru”. In this research, she found that using Comic Strips was more effective toward students’ ability in writing narrative paragraph than using conventional strategy in control class. It means that the significant effect of students’ ability in writing narrative paragraph at experimental class is higher than at control class.<sup>21</sup>
2. A journal written by Farnaz Sahebkhair entitled “The Effect of Summarizing Model Essays on Developing EFL Learners’ Writing Skill”. In this research, he used summarizing model essay to develop students’ writing skill”. He stated that summarizing helps students to comprehend knowledge, transferring it to long-term memory significantly because it leads students to distinguish important ideas and to express the information by using their own words. In his

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<sup>20</sup> Syafi’i. *from Paragraph to a Research Report: a Writing of English for Academic Purposes.* ( Pekanbaru: LBS, 2007). P,122

<sup>21</sup> Yurliana. *The Effect of Comic Strips Use Toward Ability in Writing Narrative Paragraph at The Second Year Students of Islamic Junior High School Muhammadiyah Pekanbaru.* 2013. Pekanbaru: Universitas Islam Negeri Sultan Syarif Kasim Riau.Unpublished.p.78.

research, he found that both reading model essays and summarizing model essays could improve writing. However, summarizing model essays has more positive effect on developing writing skill. As result shows, summarizing model essays could develop all aspects of writing skill.<sup>22</sup>

### **C. Operational Concept**

According to Syafi'i, all related theoretical frameworks can be operated in the operational concept.<sup>23</sup> Operational concept will be used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research, it is necessary to clarify briefly the variable that will be use in analyzing data. There are two variables, variable X and Y. Variable X refers to the effect of using group summarizing strategy. Variable Y refers to the students' writing ability in narrative paragraph.

#### **1. The indicators of variable X (Group Summarizing Strategy):**

The indicators of variable x can be seen as follows:

- 1) The teacher selects a section from a textbook material about an example of narrative text to be reviewed by students and the teacher prepares chart paper.

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<sup>22</sup> Farnaz Sahebkhair. The Effect of Summarizing Model Essays on Developing EFL Learners' Writing Skill. 2012. Tabriz: Islamic Azad University.p.4

<sup>23</sup> M. Syafi'i, *Op. Cit.*, P. 122

- 2) The teacher asks students to review the selection and read the text.
- 3) The teacher divides students into small group. Then, the teacher divides chart paper into four sections and labels each section with a key topic. Every each key topic consists of the generic structure of narrative text.
- 4) The students discuss about the important information of the story and completion the chart paper with their own group.
- 5) After students have read the text and made their notes in group, tell the group to discuss with another group what information and ideas they found that were important about the key words, and incorporate in the summary draft.
- 6) The teacher asks students to write the draft. In addition, discuss the additional information as needed and be sure their ideas are clearly expressed.

## **2. The Indicators of Variable Y ( Writing Ability in Narrative Paragraph)**

1. The students are able to make a conclusion from a narrative text.
2. The students are able to determine the language feature of narrative paragraph.
3. The students are able to write a short paragraph in narrative form.

4. The students are able to identify generic structure of narrative.

## **D. Assumption and Hypothesis**

### **1. Assumption**

The eighth grade students have learned narrative paragraph at the second semester. Different strategies might make different achievement. Thus, teaching by using group summarizing strategy can influence students' writing, because Group summarizing strategy can jump-start your students' drafting process in writing activities. It will give new contribution in teaching and learning process.

### **2. Hypotheses**

**Ho:** There is no significant difference of using group summarizing strategy on writing ability in narrative paragraph of the Eight Grade Students at State Junior High School 9 Tapung Kampar Regency.

**Ha:** There is a significant difference of using group summarizing strategy on writing ability in narrative paragraph of the Eight Grade Students at State Junior High School 9 Tapung Kampar Regency.