

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing Ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed¹. Ability in writing is a must for the students willing to have a good skill in writing. Writing skill is students' possession of positive attitude to have the first basic tool to develop their writing skill.

There are two components of writing skills as follows²:

- a. Students need a degree of control of the language.

Students need a degree of control of the language that means that the students as the beginner of writing need to gain their control of the sentence like the structure of the sentences, the way to formulate clear sentence. Besides controlling the sentence, the students also need to gain their control in subject. The students have to be able to know who is speaking, to whom they write, and under what condition.

¹ <http://teachingenglishonline.net/definition-of-writing-ability/>. Retrieved on March 05, 2014.

² Jane B. Hughey, *Op.cit*, p.51

- b. Students need reading skills.

Reading is the skill needed by the writer because reading is a 'mirror image' of writing. In gathering information, collecting data, and so forth, but the most important thing is, the students read their own writing to strengthen, evaluate, and perfect it.

2. The Components of Writing

Harris in Syafi'i illustrates five aspects that should be directly involved in writing performance³, namely:

- a. Content : the substance of writing; the ideas expressed.
- b. Form : the organization of content.
- c. Grammar : the employment of grammatical forms and syntactic patterns.
- d. Style: the choices of structures and lexical item to give a particular tone or flavour to the writing.
- e. Mechanics : the use of graphic conventions of the language

Furthermore, related to the aspects of writing, Brown classifies them into six general aspects⁴. Those are:

1. Content
 - a. Thesis statement

³M. Syafi'i. S, *Loc.cit*, p.164

⁴*Ibid*, pp.164-165

- b. Related ideas
 - c. Development of ideas through personal experience, illustration, facts, opinion
 - d. Use of description, cause/effect, comparison/contrast
 - e. Consistent focus
2. Organization
- a. Effectiveness of introduction
 - b. Logical sequence of ideas
 - c. Conclusion
 - d. Appropriate length
3. Discourse
- a. Topic sentence
 - b. Paragraph unity
 - c. Transition
 - d. Discourse markers
 - e. Cohesion
 - f. Rhetorical conventions
 - g. Reference
 - h. Fluency
 - i. Economy
 - j. Variation
4. Syntax

5. Vocabulary
6. Mechanics
 - a. Spelling
 - b. Punctuation
 - c. Citation of reference
 - d. Neatness and appearance

3. The Nature of Narrative Paragraph

According to Eileen Carr, Narrative is telling a story and generally using a single, underlying organizational structure. Narratives generally present a sequence of events involving characters who have a problem to solve; they end with a resolution to the problem⁵. This structure is consistent and recognizable throughout most of the forms of fiction and is thus familiar to and easily remembered by readers. Narrative texts are the main type of text used in the primary grades and include various literary genres such as fiction, biography, fairy tales, fables, and folk tales.

Narrative Paragraph is to tell a true story or fiction. It tells a story to make a point or explains an idea or event⁶. It usually tells time sequence with a definite beginning, middle and end.

⁵ Eileen Carr, et al, *Teaching Comprehension* (New York: Broadway, 2004).p.38

⁶ M. Syafi'i. *Op.cit*, p.53

Narrative paragraphs are a lot of fun to write. The writers offer the reader a story from beginning to end. The writers do not have to imagine anything out of the ordinary - only telling the story, telling what happened.

In the syllabus' perspective, the following indicators are expected to the students to master writing narrative paragraph that students are able to⁷:

1. Write a short paragraph in narrative form

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. In writing, a paragraph is often between five and ten sentences long. But it can be longer or shorter, depending on the topic⁸.

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion or feeling about the topic.⁹ These sentences are:

- a. Topic sentence

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea.

⁷ Syllabus, *Op.cit.*p.46

⁸Dorothy E Zemach. *Academic Writing from Paragraph to Essay*. (Spain:Macmillan Education.2003).p. 11

⁹M. Syafi'i, et.al, *Op.cit*, pp. 2-7

b. Supporting sentences

The supporting sentences give detail about the topic. It means that, supporting sentences explain the topic by giving more information about it.

c. The concluding sentence

The concluding sentence summarizes the main point or restates the topic sentence in different words.

2. Understand about the generic structure in narrative paragraph

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized.¹⁰ In a traditional narrative, the focus of the text is on a series of actions:

1. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answer who? When? And where?
2. Complication or problem: the complication usually involves the main characters (often mirroring the complications in real life)
3. Resolution: the resolution need to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily.

¹⁰ Kristin Lens, et.al. *Teaching Reading to English Language Learners: Insight from Linguistic*. (New York: The Guidford Press, 2010).p.179

3. Understand language feature of narrative paragraph

Language features refer to the language characteristic and grammatical aspect in a spoken and written paragraph. Language features in narrative paragraph refer to the use of past tense, adverb of time, time conjunction, specific character, verbs, direct speech.¹¹

4. Make inference about narrative paragraph. It means that the students are able to make a note and summary from the narrative paragraph.

a. How to Write the Narrative Paragraph¹²:

- a) Have a topic sentence that arouses the reader's interest. You can describe a scene or introduce characters.
- b) Build your paragraph around one main incident. Here is where your action takes place.
- c) Write the event in the order that it occurred. Do not skip around. Your ending should satisfy your reader's expectations.
- d) Bring your paragraph to a close.

¹¹ Ade Ulfayani, *Narrative Text*. (Retrieved on April 21, 2014 <http://adeulfayani.wordpress.com/narrative-text-2/>)

¹² Autumn, Tensa – *Writing A Paragraph* .2008. The University of Dalat – Faculty of Foreign Languages & International Relations | *Personal Archives*. Retrieved on 06-03-2014.p.3

Here is an example of narrative text¹³:

The Owl and the Nightingale

There was once a nightingale in a cage by a window that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. “When I was captured, “explained the nightingale, “it was day and I was singing. In this way I learnt to be more carefully and to sing only at night.”

“Are you afraid you might be captured a second time?” asked the owl. “Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn’t really matter anymore, right?”

b. The Purpose of Narrative

The purpose of narrative paragraph is to tell about one main incident or event¹⁴. The author brings the incident to life, so the reader shares the experience. It should be written in logical order. It describes what a person does over a period of time.

Besides, Hasibuan states that, the purpose of narrative is to entertain, create, stimulate emotion, motivate and teach¹⁵. It means, narratives are

¹³ Artono Wardiman, et.al. *English in Focus for Grade VIII Junior High School (SMP/MTS)*. (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional , 2008),p.134

¹⁴ M. Syafi’i, et.al. *Op.cit.* p.53

¹⁵ Kalayo Hasibuan. *Teaching English as a Foreign Language* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007).p.130

writing that tells a story in which they happened. However, narratives can also be written to teach or inform and hold a reader's interest.

4. The Nature of Author's Chair Strategy

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.¹⁶ In addition, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.¹⁷

Rebecca states that there are two majors of strategies, as follows:¹⁸

- a. Direct strategies are language learning strategies that directly involve the target language. Direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation.
- b. Indirect strategies for general management of learning. This class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others. However, the subdivision of this strategies are metacognitive, affective, and social.

¹⁶Rebecca. L. Oxford, Language Learning Strategies (New York: NewBury House Publisher, 1991).p.1

¹⁷*Ibid*, p.8

¹⁸*Ibid*, p.14

Dealing with the strategy used in this research, Author's Chair strategy is a direct strategy because the teacher is the center of the process in teaching and learning in the classroom.

According to Joyce Armstrong Carroll Author's Chair strategy is a special chair in the room that is only for the sharing of one's writing. The more special the chair is, the more special the sharing will be¹⁹. Author's chair is a formal opportunity to share their writing²⁰. It means, this strategy motivates the students to keep their writing and will help the students with rewriting. *Author's chair strategy* is where a student reads a piece that she or he has written. If you are in a classroom setting, have one or two students sign up for author's chair each day. In author's strategy there is publishing/sharing that refers to any situation where students get eyeballs or ears on their writing. Having an audience respond to your writing to make it come alive²¹.

Students can use author's chair strategy to share their work with other plays in important role. The students need time to read and discuss their pieces with individual students, and small group of students and the teacher²². This strategy is more effective and interesting to be applied in the classroom, because during "author's chair" the students sit in a special chair in a circle.

¹⁹Joyce Armstrong Carroll and Edward E. Wilson, *Loc.cit*, p.284

²⁰Candace S. Bos. *Strategies for Teaching Students with Learning and Behavior Problems*. (Massachusetts: A Division of Paramount Publishing, 1988).p.224

²¹ Andrew P. Johnson. *Loc.cit*. p, 199

²²Candace S. Bos. *Loc.cit*, p. 224

According to Judy Tilton Brunner the purpose of author's chair strategy is to provide an opportunity for students to present their writing to peers and evaluate the writing of classmates through the use of constructive feedback²³. In conducting author's chair strategy, there are five steps that can be applied in writing a narrative paragraph. They are²⁴; (1) The teacher provides students with reading material and questions related to the topic. (2) The teacher tells the students to use the questions as a guide for a written response to the reading. (3) The teacher explains that each student will share his writing with the class while sitting in the **Author's Chair**. (4) After the students' completion of their writing project, each student presents individual writing to the class. (5) The teacher asks the audience to make notes and share comments about the writing with the author.

Based on the procedures above, Author's Chair strategy can help the students easily to prepare their writing before their present, because the implementation of author's chair strategy needs some questions related to the topic given by the teacher. With the questions, the students easily express their ideas in writing especially in narrative paragraph, because the questions are a guide for the students before they are writing. In author's chair strategy, the students have opportunity to present their writing. The students can share all of their ideas in front of the classroom and every student should give her or his opinions or comments and make notes about the writing with their friends.

²³Judy Tilton Brunner, *Loc.cit*, p.49

²⁴*Ibid*

The learning principle of *author's chair* strategy, they are:

No	Procedures	Learning Principles
1.	The teacher provide students with reading material and questions related to the topic	Introducing the students about narrative paragraph based on the questions given.
2.	The teacher tells students to use the questions as a guide for a written response to the reading	Help the students to be easier expressing their ideas in writing narrative paragraph, because questions as a guide for the students before they writing.
3.	The teacher explains that each student will share his writing with the class while sitting in the Author's Chair.	Giving them an opportunity to present their writing.
4.	After completion of the writing project, each student presents individual writing to the class	Sharing information or all of their ideas about narrative paragraph with their friends.
5.	The teacher asks the audience to make notes and share comments about the writing with the author.	Knowing students' writing skill. Not only ask the active students, but also ask all audiences of the students.

There are some benefits of Author's Chair Strategy, they are:²⁵

- a. Support retention of material and development of writing skill
- b. Support students' accountability since all will be responsible for a classroom
- c. Encourages critical thinking
- d. Good activity for a substitute teacher

B. Relevant Research

First, 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 is more effective toward students' motivation in writing narrative paragraph than using conventional strategy in control class. It means that the significant effect of students' motivation on writing hortatory exposition text at experimental class is higher than at control class.²⁶

Second, a journal written by Kelly Kuldaneck entitled "The Effect of Using a Combination of Story Frames and Retelling Strategies with Learning Disabled Students to Build Their Comprehension Ability". In this research, she used two

²⁵Judy Tilton Brunner, *Op.cit.*p.50

²⁶Yurliana. *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.

strategies to develop students' reading comprehension. She stated that two strategies that could be implemented as early as first grade were story frames and story retelling techniques. Both strategies enabled students to become more aware of and more involved with text. At the halfway point through the study, students were taught a strategy for retelling. The strategy SPOT. The strategy was modeled by the teacher. Following that, an author's chair was established in the class. Two children per the next five books were encouraged to sit in the Author's Chair in order to retell the story by using the SPOT technique. As a result, the modeling strategies were effective in developing student's awareness of story structure as well as improving their literal and inferential comprehension skill.²⁷

C. Operational Concept

According to Syafi'i, all related theoretical frameworks can be operated in the operational concept.²⁸ Operational concept will be used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables used in analyzing data. There are two variables used in this research.

²⁷Kelly Kuldane. The Effects of of Using a Combination of Story Frames and Retelling Strategies with Learning Disabled Students to Build Their Comprehension Ability. 1998. Bloomington: Kean University.p.11

²⁸M. Syafi'i, *Op. cit.* p. 122

1. "Author's Chair Strategy" is variable X. The indicators are:
 - a. The teacher gives the students reading material and makes some questions related to the material or topic.
 - b. The teacher asks the students to make a narrative paragraph based on the questions.
 - c. The teacher explains that each student will share their writing in front of the class and sitting on the chair.
 - d. After the students completion of their writing project, the teacher asks each student to present individual writing.
 - e. The teacher asks the students or audience to make notes and share comments about the writing with the author.
2. Students' writing ability in narrative paragraph is variable Y. The indicators are:
 - a. The students are able to write a short paragraph in narrative form.
 - b. The students are able to identify each of the generic structure in narrative paragraph.
 - c. The students are able to determine language feature in narrative paragraph.
 - d. The students are able to make inference about narrative paragraph.

D. Assumption and Hypothesis

1. Assumption

The eighth grade students have learned narrative paragraph at the second semester. Different strategy might make different achievement. Thus, teaching by using author's chair strategy can influence students' writing and it will give new contribution on teaching and learning process.

2. Hypothesis

Ho : There is no significant difference of using Author's Chair Strategy on the students' writing ability in narrative paragraph at the eight grade of State Junior High School 10 Tapung Kampar Regency.

Ha : There is a significant difference of using Author's Chair Strategy on the students' writing ability in narrative paragraph at the eight grade of State Junior High School 10 Tapung Kampar Regency.