

CHAPTER II

REVIEW OF RELATED LITERATURE

Part of the difficulty in teaching and learning writing is that few tasks involve so many complex, interwoven layers as writing. In this chapter presents the review of related literature which covers five major sections. The previous study, the nature of writing, narrative paragraph, the effective writing and the factors influence the students in studying English.

A. Previous study

There are some previews studies that related to this topic, Amin that the students problems in writing narrative paragrap in term of content is fair, organization is fair, vocabulary is fair, and grammar is fair and the students get problems in writing narrative paragraph. There are 70% students having problems in writing narrative paragraph in content, vocabulary, grammar, and mechanics.¹ Different from previous study, his study was about a study on the problems in writing narrative paragraph. There are 70% students having problems in writing narrative paragraph in content, vocabulary, grammar, and mechanics. His study focused on the students problems in writing narrative paragraph and he was used descriptive quantitative to obtain the data. However, to this study the researcher is to find out what are factors that make the second semester students difficult in writing narrative paragraph. The researcher is used qualitative-quantitative research by using type a case study.

¹Fajrin Amin, *A Study on the Problems in Writing Narrative Paragraph faced by the second year students of SMP 3 Pahandut academic year 2006/2007*, Palangka Raya: UNPAR, 2007, p. 34.

The second study was written by Norviana. The students problems in constructing narrative paragraph in percentage of the students having problems, there were 8.9 % in term organization, there were 35,7% having problems in term of vocabulary, and there were 39,2% of the students having problems in term of grammatical usage.²

Different from the previous study, her study was about the problems in constructing narrative paragraph there were 8,9 % in term organization, there were 35,7% having problems in term of vocabulary, and there were 39,2% of the students having problems in term of grammatical usage. Her study focused on the students problems in constructing narrative paragraph and she was used descriptive quantitative research to obtain the data. However, this study the researcher is to find out what are factors that make the second semester students difficult in writing narrative paragraph. The researcher is used qualitative-quantitative research by using type a case study.

Based on the presvious study above, the researcher is interested in conducting the study to investigate the factors that make the second semester students difficult in writing narrative paragraph at State Islamic College of Palangka Raya in academic year 2012/2013.

B. The Nature of Writing

1. Definition of Writing

Writing is easy. Writing is just like riding bicycle. If we want to write, please do just write what we want to write. On the way when we are writing,

² Norpiana, The problems in Counstructing Narrative Paragraph faced by the English Education Students Enrolled in the Academic Year 2006/2007, Palangka Raya: UNPAR, 2007, p. 48.

may we have some problems about how that activities of writing. We try to solve the problem. We try to write again and again. We try to solve the problem while we are writing.³ It can be concluded that writing is just like riding bicycle flow in your mind what we want to write. According to Brown, categories for evaluating writing are content, organization, vocabulary, grammar and mechanic.⁴

a. Content

Content is a thesis statement that related ideas to develop in a paragraph.

It is telling personal experience, facts, description and opinions.

b. Organization

Organization is the progression, relatedness, and completeness of ideas.

The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, end.

c. Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention too. One of thing that all the partners involved in the learning process (students, teachers,

³ Suparlan, *Modul Writing for Second Students*: Jakarta Selatan, Fakultas Keguruan dan Ilmu Pendidikan Universitas Utama Jagakarsa, 2009 p. 4. Accessed on sept 25, 2013.

⁴ H. Douglas Brown, *Principles Language Learning and Teaching*, San Fransisco: A Pearson Education Company, 2000, Fourth Edition, p. 357.

materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language. The importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries and not grammar books. This is easily done, as there is plenty of evidence pointing to the importance of vocabulary in language use.⁵

d. Grammar

Grammar is currently looked upon as a bit old-fashioned by some linguists, but they remain a practical tool for the teacher and are substantial part of the available literature, so they can not be ignored.⁶

e. Spelling / Mechanic

Spelling is probably the biggest difficulty for non-native speakers since English spelling does not follow the alphabetic principle consistently. The spelling system causes problems in both directions a learner may know a word by sound but not be able to write it correctly or indeed find it in a dictionary, or they may see a word written but not know how to pronounce it or mislearn the pronunciation.⁷

2. Microskills of Writing

Microskills for writing production are enumerated :⁸

- a. Produce graphemes and orthographic patterns of English.

⁵ *Ibid*, p. 357.

⁶ *Ibid*, p. 357.

⁷ *Ibid*, p.357.

⁸H. Douglas Brown, *Principles Language Learning and Teaching*, San Fransisco: A Pearson Education Company, 2000, Fourth Edition, p. 343.

- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.
- g. Use the rhetorical forms and conventions of written discourse.
- h. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- i. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- j. Distinguish between literal and implied meanings when writing. Correctly convey culturally specific references in the context of the written text. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.

3. The Process Writing

The technique for writing focus on the process of writing. It can help you become a better writer. In this stage you will focus on the process writing, the

way writers actually go about the task of writing. While different writers approach the process in different ways, all writers go through a general sequence of these stages called prewriting, drafting and revising. You will work through these same stages as you complete your paragraphs and essays. When you get an assignment for a paragraph or essay, use one of the following invention techniques to help you started, as follow:⁹

a. Prewriting

In the prewriting stage is a step to think about the topic and generate ideas. Use these techniques, when the first begin to think about the topic are called brainstorm, freewriting, wh-question, and clustering. Brainstorm is a sudden insight or connection. Its purpose is to free up their mind to make associations and connections. Wh-questions is a report to answer the following questions in the first sentence of the report. These words are who, what, when, where, why, and sometimes how. Meanwhile, clustering is making a visual map of ideas.

b. Drafting

The next step is to write drafts, using out line as a guide . Write your draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. Have gathered material and made a rough a plan for the writing. Firts writing draft focus on getting meaning down on paper; do not be overly concerned with

⁹ Reginal L, Smalley, Mary K. Ruetten,Joan Rishel Kozyrev, *Refining Composition Skill: Rethoric and Grammar (Fifth Edition)*, USA : Copyright by Heinle and Heinle, 2001, p. 4.

grammatical correctness. According to Regina drafting is the actual writing of the paragraph.¹⁰

c. Revising

Writing is a process. It is never perfect after the first attempt. The best part about writing is that there is time to go back and revise and edit the writing before it is submitted. The first draft of a piece of writing is really just a place to start. After it is completed the real work of writing can begin. Thus, revising is really rethinking or reseeing of the report. The first draft of a piece of writing is really just a place to start writing.¹¹

d. Editing

Editing is the last stages in the process writing. In editing the writer focus on grammar, spelling and punctuation. Here students are looking at the language itself and how well it reflects their ideas. When there no mistakes in grammar, punctuation or spelling the reader will not think twice about the language of the paper. But if there are excessive mistakes in grammar, punctuation, spelling the reader will notice and not want to finish reading, no matter how well organized or well supported the paper is. According to Regina at this stage, the writer may need to rephrase or edit some of their sentences. Rephrase sentences that are not clear or not precise.

¹⁰ *Ibid*, p. 8

¹¹ H. Douglas Brown, (*Teaching by Principles (An Interactive Approach to Language Pedagogy)*), San Francisco: A Pearson Education Company, 2001, Second Edition, p. 353.

Then check the sentences to make sure they are grammatically and mechanically correct.¹²

4. Writing Assessment

Assessment is consciously integrated with the syllabus. Early in a course, assessment is diagnostic and for placement. But as people progress, the purpose of assessment is to make sure teachers are assessing what they are teaching and the students are learning. Teachers design assessment tasks that reflect what is teach and what learners need to learn, and the assessment should it into the learning context. Take the traditional spelling test for example; one student gets 100%, one student gets 75% and one student gets 50%. It is likely that these three students will receive appropriately differentiated instruction based on their scores.¹³

a. Process Assessment

An objective model-independent method to assess the capability of an organization to meet the process goals. The functions of formative assessment is to accounts of assessment during the interviews focused on ongoing. In specific purpose and general-purpose courses alike, instructors tended to emphasize the realism and value of the tasks selected for writing

¹² *Ibid*, p. 9

¹³ Steve Peha, *Assessing Writers or Assessing Writing "Full Version"*, pdf Accessed on 2 Nov 2012 time 6:48 PM.

as well as the importance of assessment adhering to standards. The process assesment by using methods of assessing achievement. In the pedagogical function of assessing students' achievement, distinctive differences appeared between specific purpose and general-purpose orientations. Specific-purpose courses defined their standards for achievement in their own terms, deriving from prior needs analyses and the constructs guiding the syllabus.

b. Product Assesment

Product assessment is often equated with a grade, yet this type of assessment attends only to the students' cognitive domain. Teachers raised and educated in the old tradition, do not easily let go of the belief that they must correct and grade each piece of writing that their students do. This overriding obsession with correction, often narrowly focused on mechanics, actually undermines the more fundamental aspect of composing-content and clarity. Intensively marked papers give too many details, overwhelming and demoralizing the students in addition to overloading the teacher. Researchers have found that constructive, encouraging, and frequent feedback, as well as responses that emphasize content and process rather than just conventions, lead to improved competency and positive attitudes to writing.¹⁴ Intensive correction

¹⁴ Steve Peha, *Assessing Writers or Assessing Writing "Full Version"*, pdf Accessed on 6 Nov 2012 time 10:48 PM.

actually does more damage than moderate correction. Focusing students' attention on one or two areas for concentration and improvement is more helpful. When students use the writing process, intensive correction is not as likely to be required because students usually write more carefully considered and crafted compositions.

5. Paragraph Writing

Paragraph writing as a skill needs to be differentiated from writing as a text.¹⁵ As a skill writing is defined as a productive written language skill. A topic paragraph has example five major elements, they are:

a. The topic of paragraph

To begin with a paragraph is defined as a group of sentences that develops one main idea; in other words, a paragraph develops a topic. A topic is the subject of the paragraph; it is what the paragraph is about. It is the “thing” which the paragraph discusses.

b. The topic of sentence

The topic of a paragraph is usually introduced in a sentence, this sentence is called the topic sentence. However, the topic sentence can do more than introduce the subject of the paragraph. A good topic sentence also serves to state an idea or an attitude about the topic. This idea or attitude about the topic is called the controlling idea; it controls what the

¹⁵ Furaidah, *Advance Writing*, Jakarta : Universitas terbuka, 2002, p.3.

sentences in the paragraph should relate to and develop the controlling idea.

c. The support

The support is the material to support opinion or attitude expressed in a topic sentence. Such as detail may include facts from resource material, such as magazines, journals, and books, or details about things or other has observed.

d. Unity

Each sentence within a paragraph should relate to the topic and develop the controlling idea. If any sentence does not relate to or develop that area, it is irrelevant and should be omitted from the paragraph. So, in paragraph should be relevant.

e. Coherence

Another element that a paragraph needs is coherence. A coherent paragraph contains sentence that are logically arranged and that flow smoothly. So, coherence is achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship the ideas in the sentence paragraph.¹⁶ In this study, the researcher used this scoring guide it purposed to give score the students' writing based on the criteria writing such as content, organization, writing expression and grammar as follows;

¹⁶ *Ibid*, p. 5.

Table 2.1
Scoring Guide for Paragraph Writing Narrative

Components	Score	Level	Criteria
Content	25-22	Excellent to very good	Knowledgeable, substantive and relevant to assigned topic
	21-19	Good to average	Adequate range, mostly relevant to topic, but lack detail
	17-18	Fair to poor	Little substance, inadequate development of topic
	10-5	Very poor	Not-substantive, not pertinent or not enough to evaluate
Organization	30-27	Excellent to very good	Fluent expression, ideas clearly stated or supported, succinct, well organization, logical sequencing and cohesive
	26-22	Good to average	Loosely organized but main ideas stand out, limited support and logical but incomplete sequencing
	21-17	Fair to poor	Non-fluent, ideas confused or disconnected and lacks logical sequencing and development
	10-13	Very poor	Does not communicate, no organization or not enough to evaluate
Vocabulary	20-18	Excellent to very good	Effective word choice and usage, word form mastery and appropriate register
	17-14	Good to average	Adequate range, occasional errors of word form, choice, usage but

	13-10	Fair to poor	meaning not obscured Frequent errors of word form, choice, usage and meaning confused or obscured
	9-7	Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate
Language use	25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, word order or function, pronouns
	21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors agreement, tense, word order or function, pronouns, but meaning seldom obscured
	17-18	Fair to poor	Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, word order or function, pronouns and meaning confused or obscured
	10-5	Very poor	Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate

The researcher used this scoring guide it purposed to give score the students' writing based on the criteria writing such as content, organization,

writing expression and grammar. Based on the table above, the researcher would like to find and measured students' writing score of narrative paragraph it can be seen from:

1. Content : Indicates that the ability of the students to identify and formulate the main idea and some supporting idea include into assignment of content. In this case, wheter or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measured in term of content.
2. Organization : The students must be able organize the main ideas and supporting main idea well. In this case, the ideas are logically arranged in order to to be understood easily by the readers.
3. Writing expression : The students must be able sustain variety in sentence structure and exhibits good word choice.
4. Grammar : The sentence structure and word assemble in paragraph writing should be under stable and unambiguous.

6. Narrative Paragraph

Narrative Paragraph is relate a story to present the sequence of events in a story in chronological order in the past time.¹⁷ The writing of narrative paragraph usually uses the simple past tense. So, in the writing of narrative paragraph is used the simple past tense to describe one completed action in the

¹⁷ Furaidah, *Advance Writing*, p. 6.

past. It can be also used to tell about events or stories that happen quickly, one right after the other, completed in the past.

Following the texts below!¹⁸

The legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. (Orientation)

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village.

¹⁸ *Ibid*, p. 8.

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!". (Complication)

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone. (Resolution)

The legend of Snow White

Once upon a time there lived a little, named Snow White. She lived alone because parents were died. Her parents were empire and queen. Snow White was beautiful, good girls, and kindheart. (Orientation)

In other place, a women was scare laugh. She was an old evil. She asked with magic mirror, “who most beatiful on the earth? “magic mirror said, “you most beatiful on the earth”. That women laugh again. The next day, that women asked with magic mirror again, “who most beatiful on the earth? The magic mirror said, the princess Snow White. The evil so angry because her magic mirror said there was someone who more beautiful from her and someone was princess Snow White. The evil damaged the castle meanwhile, Snow White decided to run away. (Complication)

She run away far from the castle. She found the big wood, she felt

7. Language Pattern

The general characteristics of a narrative writing include ¹⁹:

- a. Revealing something of importance – narratives make a point and that point is usually defined in the first sentence but may appear as the last sentence in the first paragraph.
- b. Depicting characters and setting vividly – bring the story to life by using senses to depict the events of the story: how does it look, sound, feel, smell. Include the important events that make up the story in enough detail

¹⁹ Furaidah , *Advance Writing*, p. 20.

for readers to understand what happened while avoiding any details that do not relate to the main point.

- c. Showing, not telling – use vivid and precise verbs when describing events.
- d. Presenting events in a clear, chronological order – use a logical progression with good transitions when moving from point-to-point.
- e. Usually written in the first person, that is using, “I”. However, third person can also be used. It could be concluded that narrative paragraph is purposed to tell details about who, what, where, when, why, how, first then, next, and finally of the story. An effective narrative text has important characteristics:

1. Narrative text tell a story

Narrations tells a story about series of events or actions. The events may be real or nonfiction as in histories, biographies, and newspaper stories or imagery or fiction, as in a short stories, novels and plays. In general, verbs in active voice are preferable to those in carefully.

2. Narrative text is organized by time order

The series of events in narration are generally arranged by time order or chronological order. This means that the story begins with what happened first, then moves on to what happened next and ends with what happened last. It has the language points time expressions are commonly used when expressing thoughts in chronological order time. These

language points for time expressions are following time sequence below:²⁰

a. Time sequence is conveyed by terms after, first, then and until by followed by noun phrase or time expression. They generally introduce a sentence and are followed by comma. To illustrate time sequence in the sentences:

1. First, there is the welcome sound of sirens.
2. Next, the masked men arrive on horseback.
3. Second, they wave and the crowd waves back.
4. Then, a band usually marches by.
5. After about an hour, the parade passes by.
6. Last, the big floats come.

b. To illustrate time relationship preposition, since expressions indicating time sequence are important achieving coherence and clarity, it is vital use the correct prepositions in time expressions.

1. I have classes *during* the day.
2. Adult students usually go to school *at* night
3. I like to sleep *until* noon, and sometimes sleep later
4. They always try to arrive home *by* noon.

²⁰ *Ibid*, p. 308.

C. The Effective Writing

Djiwandono stated that, for good writing the students has three criterias of writing. The first is content relevant, the second is organization, and the last is good and true language.²¹

1. Content Relavant

The content text is suitable and relevant with the topic that explained.

The writer has control of grammatical that appropriate to the writing task or appropriate word.

2. Organization

Organization is the progression, relatedness, and completeness of ideas.

The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete.

3. Good and True Language

The text expressed by using grammatical sentence, appropriate word choice and grammatical language style.

²¹ M. Soenardi Djiwandono, *Tes Bahasa, Pegangan Bagi Pengajar Bahasa*, Jakarta: PT Indeks, 2008, p. 122.

4. The Theory of Writing Problems

Writing is essential to learn. One cannot be educated and yet unable to communicate one's ideas in written form. The development of writing abilities, as well as all other intellectual abilities. Furthermore, many students are poor writers, not because they are incapable of learning to write well, but because they have never been taught the foundations of substantive writing. There are some problems in writing by students:

1. Switching tenses unnecessarily

One of the more common problems seen in ESL writing is unnecessary switching between past, present and future tenses. Changing between verb tenses within a sentence can make it difficult for the reader to follow a piece of writing and should be avoided.

2. Excessively long paragraphs

Excessively long paragraphs are one of the more common problems seen in ESL writing. The problem can easily be avoided if you adopt a conscious attitude towards it.

3. Inconsistency in spelling style

The subtle spelling differences between British English and American English spelling can be difficult for ESL writers to spot. It is important,

however, that you write in the appropriate spelling style for your audience and that you remain consistent.

4. Incorrect capitalization

The rules of capitalization in English may seem confusing, especially to non-native speakers. Issues with incorrect or missing capitals in ESL writing are regularly seen. Here is an example of these bad capitalization issues :

"This year **i** will be going to **london** to study at **University**. **my** visa application still has to be accepted but **i** have been told to expect it to arrive in **january**."

5. Incorrect capitalization

The improper use of definite (*the*) and indefinite (*a/an*) articles is a common problem for ESL writers. The best method for avoiding this issue in a sentence is to first consider whether it contains a countable or uncountable noun.²²

5. The Factors Influence the Students In Studying

According to Slameto, there are pshychological factors that influence the students in studying.²³

a. Intelligence

Intelligence gives the big influences to study progressing. It means that, the students has high an intelligence level will be success than the students

²² Richard Paul and Linda Elder, *How to Write Paragraph*, Foundation for Critical Thinking Copyright: 2013 Pages: 56.

²³ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rineke Cipta, 2003, p.54.

have the low intelligence. Intelligence effects very much on learning, if subject or individual has maximum level of intelligence whoever can learn more and easily at maximum level, so it interesting in learning.

b. Attention

Attention is also very important factor which influence on learning of a person does not pay attention towards how to learn a specific knowledge, skill or experience, he or she can not learn easily but if the individual pays attention the results are vise versa. To guarantee the result of the study, the students may have more attention to the lessons that learned. Furthermore, every students should be focus on learning objective.

c. Interest

Subject has intelligence and can also pay attention toward learning but he or she does not have interest in how to learn a specific knowledge, skill or experience level or process of learning would be very slow. According to Hilgard in Slameto, interest is persisting tendency to pay attention and some activities or content.

d. Aptitude

According to Slameto, aptitude is capacity to learn. The learning objective for students should be related with the students to give effect the result of the study. Every students have aptitude that is related with their owns skill.

e. Maturity

According to Slameto, maturity is a level in growing which all part of body has been ready to do the new skill. It means, the students might be health.

f. Readiness

Readiness is preparadness to respond or react in studying. The readiness of students can give the positive effect in studying because by existing of students readiness can give easy to receive the material teachings.²⁴

²⁴ *Ibid*, p. 56.