

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses: (a) theoretical description, (b) previous related study, and (c) research setting.

A. Theoretical Description

Theoretical description of the study consist of: (1) concept of teaching, (2) concept of teaching writing, (3) concept of narrative text, (4) concept of POW + WWW W=2 H=2 Strategy, (5) procedures of POW + WWW W=2 H=2 Strategy in teaching narrative text, and (6) teaching narrative writing by using listing (teacher's method).

1. Concept of Teaching

Teaching is a process in teaching and learning activity when the teacher gives knowledge and guides the students and teaching as facilitating in learning. According to Brown (2000, p. 7) states that "teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". In the holy Qur'an, Allah SWT states in surah Al-'alaq verse 4-5:

الَّذِي عَلَّمَ ابْنَهُ الْقَلَمَ {4} عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}

Who taught (the writing) by the pen. He has taught man which he knew not".(Khan and Al-Hilali, 1999, p. 808)

Those ayahs are parts of Surah Al-‘Alaq which tells that Allah SWT taught human about knowledge and what he/she did not know. These ayahs mention Allah’s most important grace on man, for examples, imparting him knowledge and teaching him what he did not know.

Based on those verses, Allah SWT explained that He taught human being by pen (*qalam*) and acquiring knowledge thereby. Knowledge is the greatest gifts from God. In teaching, when the teachers teach their student, it means that some generation can transfer their knowledge to the next generations. It shows that the purposes of teaching itself have important roles for human’s life

2. Concept of Teaching Writing

Writing is a way to share and deliver feelings or ideas. It is supported by Hyland (2003, p. 9), writing is a way of sharing personal meanings and emphasize the power of the individual to construct his or her own views on a topic.

Furthermore, writing is also a process that is influenced by the constraints of genres in learning activities. Harmer (2004, p. 86) says that: Writing is a process that we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. Students who are writin a certain genre consider a number of different factors such as : they have to knowledge of the topic,

the convention and style of genre, and the context in which their writing will be read, and by whom.

In teaching writing, teacher should develop students' skills in producing fixed patterns and correct the students' control of language system. According to Hyland (2003, p. 4), teaching writing predominantly involves developing learners' skills in producing fixed patterns, and responding to writing means identifying and correcting problems in the student's control of the language system.

Oshima and Houge (1998, p. 3) promotes the following activities in writing such as prewriting, planning, writing, and revising drafts and writing the final copy to hand in. Meanwhile, In writing, there are process of writing. The writing process need for students in order to write their writing easily and to produce well-written essay. According to Winter (1999, p. 24) the writing process consist of six steps. They are:

Step One: Generating Ideas

In generating ideas, the writer had seen how to pick a topic from a list and then how to narrow it. If, however, the writer had to pick your own topic, the writer should begin by making a list of 10 - 15 things that interest or that the writer had a strong opinion about. Read through the list and decide on the one that the writer knew the most about and that the writer had the most enthusiasm for. When the writer had decided on a general topic, follow the steps outlined in the previous section and ask his/herself questions until the topic had been narrowed sufficiently to be

dealt with in the length assigned by the instructor (or needed by your audience).

Step Two: Planning

After generating ideas, the writer arranged the ideas from the writer's brainstorming in some order. If the writer was writing a paragraph to persuade someone, it is often a good idea to put the strongest reason last as the reader is usually most influenced by what he/she has read most recently. If the writer was writing a story, the writer will probably arrange the ideas in the order in which happened. On the other hand, if the writer wanted to write that describing something, the writer probably need to organize the details in organized order, like from right to left or top to bottom.

Step Three: The First Draft

The key to writing a good first draft is to be sure the writer had all his/herself ideas roughed out before you pick up his/herself pen. Do not worry about spelling, grammar, punctuation or sentence structure. Do not worry about whether something really fits or not.

Step Four: Revising

When the writer was ready to go on to the revising stage, reread the first draft. The revising stage of the writing means fine-tuning and organizing the content. This means *making the ideas* the writer *wanted to communicate as effective as possible* as well as adjusting them to meet the needs of a particular audience. Make sure that all the ideas the writer had

included relate to the topic sentence. Does the writer's paragraph have unity? If the writer found that the writer had included material that doesn't belong, eliminate.

Step Five: Proofreading

Now that the writer was comfortable with the content of the paragraph, the writer could focus on *getting rid of the mechanical errors*, like spelling, grammar, and punctuation.

Step Six: Sharing

One-paragraph essay is now finished, and it's time to get it ready for your intended audience.

- a. Write or type it neatly. Do not scratch out mistakes or use white out.
- b. Make sure your handwriting is legible.
- c. Leave margins at the top, bottom, and sides of the paper.
- d. Give your work a final title.

3. Concept of Narrative Text

According to Wardiman, Jahur, and Djusma (2008, p. 98) narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The writer usually uses one person point of view and it has beginning, climax, and ending which are gathered into the plot of the story.

Furthermore, Sudarwati and Grace (2007, p. 52), state that there are the generic structures of narrative text. They are :

Orientation : Introducing the characters of the story, the time and the place the story happened. (Who/what,when,and where)

Complication : A series of events in which the main characters attempts to solve the problem

Resolution : The ending of the story containing the solution.

There are some language features of narrative text. According Sudarwati and Grace (2007, p. 74), They are as follows:

- a. Focus on specific and individualized participants
- b. The use of material process (action verbs)
- c. The use of some behavioral and verbal processes
- d. The use of relation and mental processes
- e. The use of past tense
- f. The use of temporal conjunctions and circumstances

Additionally, there are some kinds of narrative text. According to Irigiliati, Iswahyuni, Ulfa, Isviola, and Haryana (2009, p. 72), they are as follows :

- a. Tale (a story about things that happened long ago, or things that may not have really happened)
- b. Myth (a very old story about gods, magical creatures, etc),
- c. Legend (an old story about brave people or magical events)
- d. Fable (a traditional story that teaches a moral lesson)

4. Concept of POW+WWW W=2 H=2 Strategy

POW + WWW W=2 H=2 is a writing strategy developed by Mason, Harris, and Graham (2002), to make students become involve in writing paragraph. According to Lieneman and Robert (2012, p. 16), POW + WWW, What=2, How=2 is a strategy that helps students write better stories. This strategy can help the students building their ideas while writing and reading. POW + WWW W=2 H=2 strategy will guide the students how to pick idea about what should be written and what characters should be included. It will also guide the students to develop their idea what narrative looks like.

Furthermore, according to Mason et al. (2003, p. 3) POW+WWW W=2 H=2 is a strategy that focus on student planning of a story. This strategy leads the students to set their ideas about what is going to write, what should be included in writing narrative story and where, when the story should be taken place. POW + WWW W=2 H=2 strategy teaches the students to remember the steps that should be done to write a good narrative text.

According to Lieneman and Robert (2012, p. 16), the advantages of POW + WWW W=2 H=2 strategy are to increase students' writing and help them to organize their idea systematically. Then, they can write a text easily by using the component of POW + WWW W=2 H=2 strategy, specifically narrative text.

5. Procedures of POW+WWW W=2 H=2 Strategy

According to Westwood (2008, p. 76), POW + WWW W=2 H=2 Strategy can help students think productively before writing, and then to sequence their ideas logically, add relevant detail, impose structure on their text, and then review and improve their first draft.

According to Mason et al. (2002), POW + WWW W=2 H=2 should be applied through following steps:

a. Introduce the strategies

The first strategy, POW prompts students to Pick an Idea, Organize my notes, write and say more. Students are told that POW gives “power” to anything they write.

b. Establish prior performance and set goals

The teacher will adjust instruction to ensure that each student memorizes the strategy acronym and parts (continue the memorize stage). Practice in finding the seven story parts can be repeated in this lesson (continue the Develop background knowledge stage). The teacher and students continue to discuss the purpose and benefits of the two strategies (continue the Discuss it stage).

c. Model the strategy and establish self instructions

The teacher then model begins with the “P” -- Pick an Idea – in POW by developing an idea for a story from a selected picture prompt. Self – instructions are modeled out loud. the teacher continues the

process by modeling the “O” – Organize my notes – in POW using the “W-W-W, What=2, How=2” strategy with the graphic organizer.

The teacher should continue talking out loud, including self-instructions for problem definition (“what do I need to do?”), strategy usage (“I need to think of W-W-W”), coping (“I know I can do this!”), focusing attention (“Keep working”), self-evaluation (“do I have all seven parts?”), and self-reinforcement (“I did it!”) throughout the process.

The last strategy step to be modeled is the “W” – Write and Say More – in POW. The teacher demonstrates that detail and betterword choice can be added to the story plan during the writing process.

d. Collaborative Practice

Students should continue to quickly write out the two strategy acronyms (continue the memorize it stage). The students and teacher will collaboratively plan and wte a story duing this step (continue the model it stage, begin the suppot it stage). The role of the teacher and students in the planning and writing proceswill depend upon the needs of the students.

e. Guided practice

Students will begin to plan and write their own stories in step five. Students will continue to start each lesson b writing out the acronyms for the strategies (continue the memorize it stage). The teacher will provide as much assistance as needed for student success (continue the

support it stage). Assistance is faded gradually until a student has demonstrated independence in planning and writing a story with all seven parts.

f. Independent performance

The focus of step six is to wean the student off the graphic organizer (establish the independent performance stage). The teacher will explain that stories can be planned and written without the graphic organizer because each student has memorized the acronyms for POW and “W-W-W, What=2, How=2” and can write their own notes.

g. Considerations and evaluation

The teacher needs to monitor carefully students’ use of the strategies and the strategies’ effect on performance, and to assess the student’s opinion or the strategies’ success and value. Assessment of the two strategies used in writing stories should also include evaluation of student attitudes and beliefs about writing and themselves as writers over time and in new situations.

6. Teaching Narrative Writing by Using Listing (Teacher’s Strategy)

In teaching writing, the writer used listing. According to Oshima and Hogue (1998, p. 4), listing is a brainstorming in which the students think about the students’ topic and quickly make a list of whatever words or phrases come into the students’ mind. The purpose is to produce as many

ideas as possible in a short time, and the students' goal is to find a specific focus for the students' topic.

There are the procedures of listing, they are as follows:

- a. Write down the general topic at the top of the students' paper
- b. Then make a list of every idea that comes into the students' mind about that topic. Keep the ideas flowing. Try to stay on the general topic; however, if the students write down information that is completely off the topic, don't worry about it because the students can cross it out later.
- c. Use words, phrases, or sentences, and don't worry about spelling or grammar.

B. Previous Related Study

The writer found two thesis which related to his study. They are, first thesis is "*Teaching Writing Narrative Text by Using POW WWW W=2 H=2 Strategy to the Eighth grade students at Junior High School*" by Nora Masroja (2011). The writer compares his investigation with Nora Masroja's thesis. There are similarities and differences between the writer and Nora Masroja's thesis. The similarities are the writer discussed about narrative writing, the strategy, and level of the study. The differences from this study are (1) the components of the location and the time of investigations, (2) the sample of research.

And second thesis is *“Teaching Narrative Paragraph Through Social Interactive Writing for English Language Learners (Swell) Method to the Eighth Grade Students of SMP Muhammadiyah 7 Sekojo Palembang”* by *Yuliana Febrianti (2013)*. The writer compares his investigation with Yuliana’s thesis. There are similarities and differences between the writer and Yuliana’s thesis. The similarities are the writer discussed about narrative writing, level of the study, and the location of research. The differences from this study are (1) the strategy, (2) the time of investigations, and (3) the sample of research.

C. Research Setting

SMP Muhammadiyah 7 Palembang is one of moslem education in Sekojo environment which has created good moral students. It was established on October 11, 1974. It is located at Urip Sumoharjo street Ilir Timur II Sekojo Palembang. SMP Muhammadiyah 7 Palembang has already got accreditation on 2007. The accreditation of the school is B (good).

On the other hand, SMP Muhammadiyah 7 Palembang has some facilities, those facilities are Classroom (10 class), Headmaster room (1 room), Administration room (1 room), Teacher room (1 room), Computer Laboratory (1 room), Library (1 room), Counseling room (1 room), OSIS room (1 room), Mosque, and 3 Toilet. The headmaster of SMP Muhammadiyah 7 Palembang is Ahmad Jaiz, S.Pd. There are 26 teachers in this school. In this academic in year 2014/2015, there are 383 students which is VII class consist of 153

students, VIII class consist of 114 students, and IX class consist of 116 students.

Table 1
Students of SMP Muhammadiyah 7 Palembang

| CLASS | | | | | | | | | | TOTAL |
|-------|-------|-------|-------|--------|--------|--------|------|------|------|-------|
| VII | | | | VIII | | | IX | | | |
| VII.1 | VII.2 | VII.3 | VII.4 | VIII.1 | VIII.2 | VIII.3 | IX.1 | IX.2 | IX.3 | |
| 40 | 36 | 39 | 38 | 39 | 39 | 36 | 40 | 39 | 37 | 383 |