

## **CHAPTER II THEORY REVIEW**

### **2.1 Concept of Writing**

Every living individual certainly has various abilities. The ability is influenced by several factors such as physical condition, intelligence, strength, skill, ability. Without these factors, one cannot perform well. Ability is the power to complete a task. Writing is one of the skills in English. The basis of writing is sentences that have a straightforward and clear legibility value. Writing will be meaningful if it is supported by well-structured sentences (Febriani, 2015, p. 97).

Writing an implementation and expression activity produces words and sentences which are then expressed with the meaning of ideas, so writing skills are activities to move or transfer ideas through words and sentences, ideas that will turn out to be scientific. Writing as a means of indirect communication with other. Efforts to express everything contained in the concept of thought in the form of written or written language. Therefore, writing is a activity that requires the ability to express opinions, ideas and imagination in written language. According to Nunan (2003, p. 88), "writing is both a physical and a mental act the most basic level. On the other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts, edits, and reads. This is the process of writing is often cyclical

and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, latter, story, or research report”.

Basically, writing skills are the same as speaking skills, because the language material used is the same, namely words and sentences. The difference is, when it requires knowledge of spelling and punctuation. In this way, writing skills are different from efforts to transfer spoken language into writing, using grapheme symbols. A grapheme is a whole of letters or a mixture of letters that represent a phoneme (Sinulingga, 2014, p. 67). Often, writing is considered as troublesome dialect ability, in light of the fact that writing is done with the art of tips, so that the writing feels good and is easy to read, accurate, clear and concise.

According to Tarigan (as cited in Suriani, 2021, p. 33) writing is lowrering or painting graphic symbols that describe a language that is understood by someone so that other people can read the graphic symbols if they understand the language and the graphic description. Pictures or paintings may convey meanings, but do not depict language units. Writing is a representation of part of the units of language expression.

Writing has the same meaning as composing, namely all activities of a person expressing ideas and conveying them through written language to the reader to understand (Abidin, 2012, p. 62). From the above understanding, it can be interpreted that writing skills are a process of communicating indirectly between writers and readers. An article is made to understand the intent and purpose so that the process carried out by the author is not in vain.

Writing itself is not something foreign to us. However, writing activities do not like him much. Graves (as cited in Yunus, 2009, p. 14) states:

“a person is reluctant to write because he does not know what he is writing for, feels that he is not talented at writing and does not know how to write. Dislikes cannot be separated from the influence of the family and community environment as well as the experience of learning to write or compose in schools that are less motivating and stimulate interest”.

Writing can be interpreted as an activity that can give birth to a thought or a feeling (such as composing, writing letters) with writing. Skills can be interpreted as the ability to do something well, carefully, precisely and precisely. According to Robbins (2000, p. 494-495), basically skills can be categorized into four, namely: a) basic literacy skills, b) technical skills, c) interpersonal skills, and d) problem solving.

Every writer should have a clear purpose of his writing. As Carino (2001, p. 83-103) reveals that the purpose of writing must be clear which is shown through the writing process itself because it can affect the way a person writes. Writing has four purposes, namely to inform, to express oneself, to persuade readers and to produce written works (Tarigan, 2008, p. 23).

Knowing the purpose of writing is very important, because writing is a job that requires time and thought, not a recreational game. As a job must be done with a strong drive. Strong urges arise because of a clear goal. With the existence of various purposes in an article, it is hoped that the reader will be interested in the information presented and can make a useful contribution to the author himself. Other experts such as Fowler and Aaron (2006, p. 14) classify the purpose of writing as follows: a) to entertain the reader, b) express feelings or ideas, c) explain

something to the reader, and d) influence the reader to accept the idea or idea. Ideas conveyed by the author.

The variety of writing objectives proposed by the experts is basically to invite the reader to agree with the content of the author's essay. This is closely related to how the author conveys an idea into writing that is able to attract the interest of the reader. Therefore, the level of writing ability really must be mastered by a writer to produce good writing or essays.

Based on the opinions of experts about the definition of writing, it can be concluded that writing skill is one of the ways humans communicate in addition to listening, reading, and speaking. The message is conveyed in the form of symbols or symbols that can be understood by the person who reads it, so that the message can be conveyed. The message conveyed is in the form of information, ideas, thoughts and so on.

### **2.1.1 Problem of Writing**

Writing as a productive skill requires conformity in using language. This is supported in the following question "by writing , the emphasis on accuracy is far greater than that by talking written assignments, on the other side often get accuracy and formal language. Because they recognize this, many students feeling under pressure while writing" (Riddel, 2003, p. 88).

In addition, it is explained that writing is an individual skill. Someone talks to other people, while someone writes as if he is communicating with himself. This makes writing more difficult than speaking. From the two statements, we can

conclude that writing is a difficult skill because it requires a high ability to determine words and sentences to be understood by the reader.

That's because, readers cannot criticize or ask questions related to writing directly. The same opinion is also that communication skill use the highest level of language. Four language skills in normal individuals are listening, speaking, reading and writing. The simplest level is direct communication skills related to spoken language, in the form of listening and speaking skills. Then, one level, above listening and speaking is reading and the most difficult level is writing. In learning English at school, there are four skills that students must have, namely reading, listening, speaking, and writing. This is stated in the regulation of the minister of education and culture no. 24 of 2016 concerning core competence and basic competencies 2013 in the ministry of education and culture. One of the skills faced by students is writing skill.

There are six common problems that may occur while writing. These problems are capitalization, punctuation, poor organization or illogical order, spelling, and lastly, grammatical errors. It seems that of the six writing problems, three are very important, including the use of inappropriate capital letters, use of inappropriate punctuation marks, and inadequate witness explanations (Msanjila, 2005, p. 15-25). The impact is more serious than other problems because the intended meaning is often misunderstood. Students must pay attention to these six points to be able to make good writing assignments.

There are several problems faced by students in writing. They agree that students lack knowledge of proper vocabulary. Students also have difficulty in grammar. They make mistakes in subject-verb agreement, pronouns, tenses,

articles, prepositions and basic sentence structures. The main problem is with the use of tenses and articles and prepositions.

Based on the opinion above, it can be concluded that writing has the best trouble level, because writing requires higher precision, for example in spelling, grammar and proper expression. Lack of accuracy will lead to misunderstanding. The reader may also not be able to understand the message or the communication between the writer and the reader may not go well.

### **2.1.2 Step of Writing**

At the time of writing, students must follow the steps in writing so that their writing is more effective and they must follow the writing process so that their writing is good. There are four steps of writing according to Farmer and Al (as cited in Pahlawanti, 2017, p. 375):

1. Pre-writing means preparation before writing. Including making plans  
For what to write, getting ideas, and choosing similar ideas and supporting ideas.
2. Organizing including drafting and arranging ideas in hierarchical order.
3. Writing is the main activity. This was done to develop a draft into a good composition of writing.
4. Revise which is used to improve the order writing product become more perfect and more understandable.

A good writing process can be done by preparing and determining the subject, then compiling, and revising or writing. As you get involving in the writing process, you gradually learn what ideas you have about people and other things. You then choose the idea you want to express. Therefore, in learning to write,

students are trained to write down their ideas through the right steps, so that they will produce better and easier-to-read writing.

### **2.1.3 Function of Writing**

The main function of writing is as an indirect communication tool between the writer and the reader because in principle, writing can convey the author's message to the reader. Writing is very important in education to make it easier for students to think critically. In addition, writing also makes it easier for someone to feel, enjoy, and deepen responsiveness or responses to solve problems that are being faced. Because, writing will help someone understand the problems they face easily. As for other functions according to Rusyana (as cited in Isah and Ana, 2006, p. 101-102) that the function of writing can be seen from the aspect of role function. The following is an explanation of the write function as follows:

#### 1. Setting function

Writing has a function of structuring one's ideas, thoughts, opinions and imagination. So that the writing that is poured by the author can describe and explain his ideas, thoughts, opinions and imagination clearly.

#### 2. Preservation function

Writing also has a preservation function to express a story or idea through writing in the form of a document. Documents containing writings are very valuable, because they can tell an event that has happened in the past, provide information to entertainment.

#### 3. Creation function

Writing has the function of creation, because the author has described or created a real or fictitious event through writing. So that it can be said that literary works have the function of creation.

#### 4. Delivery function

Ideas, thoughts, experiences and imaginations that are put into writing show that writing has a conveying function. Because, it is through writing that the author conveys information, knowledge and messages to his readers.

Meanwhile, Saed & Al-Omari (2014, p. 45) stated that "writing also helps to improve all the other skills of listening, speaking, and reading as they are all interrelated." in writing there must be something to be conveyed, because writing has a function. The function of writing is to communicate about the feelings of humans (individuals) themselves, either conveying what they want or relating to the wider community such as adaptation or as an interaction regarding social relations.

From this statement, it can be concluded that by writing someone can express what is felt in a writing. Writing has a purpose and function both for the individual himself and for the wider community.

## **2.2 Concept of Writing Ability**

Writing is very closely related to the ability. Learners can be said to have ability if someone can do something well (Setiani, 2017, p. 44). Writing skill is one of the four aspects of language skills in learning. Writing skills are always considered because it is very important for students to practice skills in providing ideas in each of their writings. A writer can express ideas through beautiful writings.

Writing ability is very important because writing requires creative thinking, so students can write by fulfilling the requirements.

Writing isn't just about working together, but writers must often pay attention when changing content, changing the organization and words they use and rethinking their writing instead. This step is called the writing process. According to Brown (2007, p. 404), the writing process approach tends to be framed in three stages of writing.

The first is pre writing. This stage encourages the generation of ideas that can occur in a variety of ways: reading a passage extensively, skimming or scanning a passage, doing some outside research, brainstorming, listening, grouping, discussing a topic, freewriting. The second one is compiling. The sentences are seen as an important and complex set of strategies, the mastery of which requires time, patience, and practiced instruction. Last is revision. At this stage, students get feedback about their compositions from several classmates. In addition, students can use what they learn about their writing to improve it, making it clearer and more convincing.

In learning to write, ability is important because ability is a required skill. With the ability students can do something that allows individuals to do certain jobs or tasks successfully. Houghton (2009, p. 1) states that ability is a skill, talent or physique that is naturally acquired or acquired by effort. Ability is a natural or acquired skill or talent. According to Alderson (2002, p. 1), the ability to write effectively is becoming increasingly important in our global community, and teaching writing is assuming an increasing role in both second and foreign language education.

Writing can be fun as long as we have the ideas and means to achieve them. There are three basic principles, namely content, register and topics that need to be considered in academic writing. Referring to your content, it should be clear, specific and relevant. However, registration must be formal, to the point and concise. Topics, on the other hand, should be free of offense, and should avoid sensitive issues in most cases.

The first is content, the content refers to the topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or body of a piece of writing. therefore, it is important that it be clear, specific, and relevant. The second is register, formality refers to the language style and choice of vocabulary used in a particular writing, this can be formal or informal. Academic writing differs from non-academic writing in that it is formal, to the point, and concise, and the last is the topic, a scientific paper must be free from violations, especially plagiarism and sensitive issues. Plagiarism can be in the form of direct questions, paraphrasing, and certain ideas. On the other hand, sensitive issues relate to different races, religions and social groups.

The word ability comes from the adjective "capable" which has the same meaning as can. Ability is the capacity of an individual to perform various tasks in a job. Ability is also an up-to-date assessment of what a person can do. Hasan said that ability is skill or competence in doing something. Ability shows a performance that can be done now, while talent requires training education so that a performance can be done in the future.

Talent and ability determine student achievement. A student may have an aptitude in chemistry that is considered meritorious. So, the best achievements

come from one's talents and abilities. Based on the above understanding, then the ability is a skill or competence.

Skill is the ability to do something well. Skills represent the prerequisites for possessing and accessing specific knowledge, processes, or sequences of behaviors that lead to specific performance. However, for something to be considered a skill, it had to contain an element of action.

When we talk about ability, we also talk about an action, mental and physical. Mental actions alone cannot be called abilities or can only be physical actions. Intention without implementation is not an ability, because everyone can have an intention but not everyone can make it happen. Therefore, ability is a mental act. The ability of students in learning can be seen from the results of their studies. And the ability of students to master the material is not the same, even though they are taught by the same teacher, because the ability to understand different materials. In conclusion, ability is the student's competence to develop narrative text. The ability to learn has a purpose, learning is an active process that needs to be stimulated and guided towards the desired result. In addition, learning is the acquisition of habits, knowledge, and attitudes (Ki, 2011, p. 267).

From the explanation above, it can be concluded that writing ability is a writing skill that requires a writer to be able to use language patterns in writing to express an idea or message. In addition, writing skills include various abilities, such as the ability to understand what will be communicated, use language elements, organize discourse in the form of compositions, and choose the right language style.

### **2.3 Component of Writing**

To make a good writing, a writer must pay attention to all the components of writing, such as topic sentence, supporting sentence, coherence, cohesion, unity, and completeness of paragraph. The writing component is described by Boardman (2002, p. 19).

The topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the driving idea. Supporting sentences support the topic sentence. A common way to support a topic sentence is to use facts or statistics, examples and personal experience. Coherence paragraphs consist of sentences arranged according to a rule. The principle changes depending on the type of paragraph you write. The three types of sorting are chronological sort, spatial sort, and logical sort. A paragraph has cohesion when all the supporting sentences are "united" in support of the topic sentence. This method of connecting sentences to each other is called a cohesive device. The five important cohesive devices are conjunctions, personal pronouns, definite articles, suggestive pronouns, and synonyms. A paragraph has unity when all the supporting sentences relate to the topic sentence. A paragraph is said to be complete if it has all the main supporting sentences needed to fully explain the topic sentence and all the minor supporting sentences needed to explain each main supporting sentence.

#### **2.4 Concept of Narrative Text**

Narrative text is a description of a series of events, either real or imaginary, written or told to entertain. According to Anderson (as cited in Emilia, 2006, p. 515-

523), a narrative text is a piece of text that tells a story and thus entertains and informs the reader or listener.

That narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give importance to an occasion or a series of occasion by telling story (Permana, Tahan, & Zuhri, 2013, p. 47). From this statement, it can be concluded that narrative text is related to a story. Stories include several events that are presented to entertain the reader or listener. So, written narrative text aims to entertain the reader.

In a narrative text, the writer must pay attention to the events and problems. According to the narrative Oshima and Hogue (2007, p. 24) is writing stories. Narrative writing presents a story with a sequence of events involving characters. When we write narrative text, we write about events that happened in the past.

Narrative is a form of composition that has the main goal of activities that are tied into an event that occurs at a certain time. From this opinion, it can be said that narrative text are usually written products that are developed and tied into a story that occurred at a certain time in the past. Narrative text is a text that aims to entertain or entertain the reader about what happened in the past and to entertain or entertain the reader with actual or imaginary experiences in a different way (Ibid, p. 26).

Depending on the definition above, the researcher concluded that narrative text is a form of discourse that seeks to clearly describe to the reader an event that has occurred. Narrative tries to answer the question "what happened".

#### **2.4.1 Types of Narrative Text**

There are some types of narrative text according to Fitriani (2018, p. 26), but the researcher will focus on the type of fairy tales. Other types of narrative text include:

### 1. Fairy tales

Fairy tales are stories that do not really happen or are false stories. One of the intrinsic elements in fairy tales is having a moral message or message. Therefore, fairy tales can be used as a medium to shape children's characters because they have character values that can be learned by children, as intended by the Language Center (2003, p. 167).

### 2. Myths

Myth is something that is believed by some people, usually used to frighten, warn, or be told on an ongoing basis. All the myths that exist in the world, are myths that have existed since the time of our ancestors, because the story continues to roll, or it could be something myth changes due to the times that continue to develop (Nursaranim, 2010, p. 7).

### 3. Legends

Legend is a story that is always associated with the history or origin of an event, place, birth of an object, and the history of a great figure in history who is powerful. Based on the expert opinion above, it can be said that Legend is a folk prose story whose story really happened, and the story contains a story about the origin of a place, an object, or a major figure in history that has been described by Supratman (as cited in Ah, 2019, p. 16).

Some of the examples above are included in the type of narrative text. The most common narrative text are fairy tales, folk tales, and other fictional stories.

However, in this study the researcher focused on the type of fairy tale, because according to the researcher this type is included in the text that is liked by many students. As for other classic stories with historical nuances that tell the kingdoms of the past.

#### **2.4.2 The Function of Narrative Text**

Narrative text to entertain and deal with actual or vicarious experiences in a different way: narratives deal with problematic events that lead to crises or turning points of some kind, which in turn find resolution. According to Derewianka (as cited in Nursalim, 2011, p. 5), the function of narrative text is to entertain, teach or inform, increase the writer's reflection on an experience, and expand the imagination of the reader.

#### **2.4.3 Language Features in Narrative Text**

The characteristics of language commonly found in a narrative according to Ibid (as cited in Khamdani, 2012, p. 27) are:

1. Focus on specific and individual participants by defining identity. The mayoral participants are humans, or sometimes animals with human characteristics.
2. Many conjunctions related to time.
3. Use of material processes (action verbs) but also many verbs that refer to what the human participant said or felt or thought.
4. Use of the past tense.
5. Dialogue is often included where the tenses might change to the present in the future.

6. Use of multiple behavioral and verbal processes.
7. Use of relational and mental processes.
8. The use of temporal conjunctions and my state. It can be written in the first person (me, us) or in the third person (he, she and them).

#### **2.4.4 The Text Organization of Narrative Text**

In writing narrative text, there are several types of organizational narrative text structure that we must know to be able to compose a good and correct narrative text. According to Ken-Hyland (2003, p. 130) there are several narrative text organizations, including:

1. Orientation: introduces the main characters of the story, the place, and the time where the story happened.
2. Complication: show the problem in the story.
3. Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

In addition to the three general elements or structures, sometimes narrative text can be added with an evaluation of the evaluation and reorientation of the end of the story. However, these two elements are not required to be in a story, they may or may not be included. Evaluation contains an assessment / evaluation of the course of the story or conflict. While Reorientation contains the conclusion of the content of the end of the story.

#### **2.5 The Writing Narrative Text**

Sometimes you write or want to tell a story, that's a story. In writing narrative, explain and tell others about something that happened in a past event. Examples of writing that relate to situations that are surprising, pleasant, unpleasant, or even dangerous situations. According to Margaret (as cited in Pinnegar & Daynes, 2007, p. 14) that narrative has three important qualities: telling a story, describing events in chronological order and making points. In this paper, the researcher focuses on writing narrative text about storytelling (fiction or non-fiction).

Tells a story about past events or actions. The story can be fiction or non-fiction. Fiction is not based on facts and nonfiction is based on real experiences. An example of a fictional narrative is about your journey from the earth to the moon. And an example of a non-fiction narrative is about a written police report about a car accident you saw. Whether the narrative is fiction or non-fiction one must choose the verbs carefully. Use action verbs in a story, such as: walk, sleep, wake up, arrive, go, and so on.

## **2.6 Factors that Effect Students' Writing**

To achieve the expected students' story writing skills, it is necessary to pay attention to the factors that effecting writing skills described by Rohani (2020, p. 51) including:

### **1. Internal Factors**

Internal factors are factors that come from within the individual. The following are the factors that influence students' writing according to Slameto (2003, p. 54), namely:

a. Health

Health is very influential on the learning process of students. If the student has an unhealthy body then he will not be enthusiastic in doing all activities besides that he will get tired quickly, easily dizzy and sleepy. To carry out the learning process well, students must keep his healthy in order to stay well maintained.

b. Interest

Interest is a persistent tendency to do an activity. Interest has a great influence on students' writing skills, because if the subject matter and the material being studied are not in accordance with the student's interests, students cannot develop writing skills properly. The way that can be done to increase children's interest in writing is by providing themes related to events that have been done, such as helping mothers cook and taking vacations to the zoo.

c. Talent

Talent is a person's ability to learn. This ability will be realized into real skills if students have practiced. Talent can affect a child's writing ability, because if a child is gifted in writing, he will be more active in developing his writing skills and be able to do various writing tasks well.

d. Motivation

Motivation is a condition contained in a person that encourages him to carry out certain activities in order to achieve a goal. In the learning process, attention must be paid to what can encourage a child to be motivated in

developing the various skills they have. The way that can be done to be able to motivate children is by giving gifts if they have completed their writing.

## 2. External Factors

External factors are factors that come from outside the individual, namely the conditions in the environment around students. The following are the factors that effecting students' writing according to Sadirman (2014, p. 99), namely:

### a. Family

Family conditions are very influential on the success of children. Parental education, economic status, speech and parental guidance affect a child's writing skills. The role of the family is very important, the family must familiarize the child to always learn and develop the skills he has after he gets learning at school. The way that can be done to develop children's writing skills is to get children to write down all the events that have been experienced every day and told to parents before learning at home begins.

### b. Surrounding Environment

If a child lives in a community environment consisting of educated people, especially high school and good morals, a comfortable home and atmosphere, traffic conditions, and a good climate, it can affect the achievement of learning goals because the child will be comfortable in learning. learn and have high motivation to learn.

### c. School

Factors that exist in the school environment usually come from the low role of teachers in fostering students to be skilled at writing. Learning to write which should be able to foster students to practice writing is still not optimally implemented in schools. Learning to write at school is sometimes considered as fun learning for teachers because as long as students write the teacher can relax and not pay too much attention to student activities. The next factor comes from the lack of touch in providing the right writing strategy. Until now, there are still many teachers who seem to think writing is a difficult job, so if students have written, even though the results are not good, they are considered to meet the expected competencies without providing direct assistance to students to develop writing skills.