CHAPTER II
LITERATURE REVIEW

This section discusses some theories functioning as the basis of the research. It covers about Writing, Narrative Text, Group Investigation, *WhatsApp* as The Digital Media, and Previous Study.

2.1 Writing

2.1.1 The Definition of Writing Skill

According to Harmer (2004: 86), writing activity is mean that the author writes oftenly about any kinds of writing genre and present in in leaerning activities. Meanwhile, Pollard (2008: 49), writing is an activity that is focused on creating a writing, so writing is also called productive skills. Activities that belong to productive skills ie; teaching and speaking skills, because these activities focus on how people can produce something during the activities. It can be concluded that writing is an activity that creates and focuses on well-structured discussions.

2.1.2 Building Writing Habit

There are two kinds of writing implementation to habituate students' writing that were applied in this research, ie; instant writing and collaborative writing. According to Harmer (2004: 63-76), there are two important things that can boost students' spirit in writing: instant writing and collaborative writing. (a) Instant writing is an effort to write freely and requires a lot of preparation and rules. It can be used whenever we need to apply it in learning process. The following activities provide some example of instant writing, among other; sentence writing, using music, using pictures, and writing poems. (b) Collaborative Writing is methods in language classes, it can motivate students with a sense of togetherness in achieving common goals. The following activities provide some example of instant writing, ie; using the board, writing in groups and pairs.

Similar opinion is stated by Oshima and Hogue (2007: 34), free writing is the part of prewriting technique. In freewriting you write freely depends on your own imagination and you do not need to be worry about the sentence is correct or not, but this writing is still related to the specified topic, because the main goal of this writing is to keep pencil moving across to the paper. So, there is no many specified rules in this writing. It can be conluded that to make the writer can create the writing is habitute to write any kind of writing genres, and write what you think not think what you would like to write.

2.1.3 Step of Writing

A writer must structure their writing well to influence readers' comprehenssion. When the reader can understand the writing that is made by the writer, they can also get the point of the writing easily. It supports on several writing types that must be implemented from the start till the end of writing process. According to Harmer (2004: 4-5), there are four steps in writing process, ie: (a) Planning: the author sholud make a decisions about what they want to write before writing, (b) Draft : it contains main idea about the process of writing that must be done by the students, (c) Editing (reflecting and revising) : this process is needed in every writing process which is correcting every sentences that is produced during writing process without replacing the main point of the writing, (d) Final version : It is the final stage in writing process which is give the reader their final version.

Similar opinion is stated by Pollard, (2008: 51), in writing lessons, teachers act as mentors to direct students in creating their writing. In the process of piracy are: (a) Brainstorming which is a stage in which a writer begins his writing with an idea conceptualized and relate to the topic of the story to be written, (b) Creating a concept to sort the ideas that have been specified, (c) Preparation, at this stage the authors begin the preparation of sentences based on the existing design, (d) Revisions and edits are part of well-completed activities. in this

stage, the author also notices the grammar, punctuation, vocabulary, and liaison, (e) Production is the final stage of writing for the reader.

In this research, the teacher asked the students to follow some steps of writing before they were creating their writing project. There are 3 stages that had to be done by the students, ie; the first made the arrangement of ideas into a list for writing could be formed in sequence, the second was revision the stage which the author could add or reduce the sentences during, until the final stage where an article was ready to be published.

2.1.4 Teaching Writing

Writing as the one of difficult skill in language lesson so the teacher must be teach comfortly, so the students will be able to follow the lesson well. According to Harmer (2004: 41-42), there are five tasks that must be performed by the teacher during teaching writing, among other: (a) Demonstrating: teachers will be very helpful to specified the types of writing that students want to write, (b) Motivating and provoking, teacher's role is important to help students create bright ideas, such as giving some game or creating some discussions to boost the students' critical thinking. (c) Supporting, at this stage the teacher should be able to solve every problem that is faced by the students on writing skill. (d) Responding, this is stage where the teacher can give feedback from student's writing . (e) Evaluating, the teacher should be able to show the parts that need to be improved and to be maintained by the students. From the tasks above, we know that the role of teacher is very important to boost the students' enthusiasm in writing. The teacher also can be the peoneer to create young writer by their skill in writing.

2.1.5 Writing Types

There are many types of writing that are adjusted based on the purpose of writing project. Brown (2004: 220) points out that there are several types of writing namely; (a) Imitatve, it is the most simple types on writing assessment that are used to know the understanding of adjustment of phonemes in English spelling, (b) Intensive, this type

ensures that the author understands well the use of vocabulary, collocation, idiom and grammar, (c) Responsive, this writing emphasizes the author to be able to create a continuous sentence with the use of a logical sequence of sentences, for example: brief reports, lab reports, chart interpretations or graphs, etc, (d) Extensive, this writing aims to organize and develop ideas logical with regard to syntax and lexicity, for example: papers, theses, project reports, etc.

Writing types that was implemented to teach narrative text in *WhatsApp* group was extensive writing. The teacher asked the students to develop the ideas draft of writing that was clearly and logically made even the students made it in a group, and in the end of the writing lesson they could create a legend story sequentially and continuosly.

2.2 Narrative Text

2.2.1 The Definition of Narrative Text

In this research, the researcher used narrative text as the writing types. According to Brewer (1980: 223) as cited by Muth (1989: 06) defines that the narrative text is a discourse presented in the linguistic form of a sequence of events concerning an event related to each other. So based on the theory, it shows that narrative text consists of a series of sequential events since the opening of the story, the content of the story, and also the end of the story.

Furthermore, according to Pardiyono (2016: 79-80) Narrative is a story that tells about a life story of a person in the past that contains about the beginning of the emergence conflict, the peak of the conflict (climax), and ends with solutions to problem solving. This story may contain fiction stories or real stories aimed at entertaining, or giving a moral message of learning to its readers. So, the aim of narrative story is to entertain the reader.

2.2.2 Elements of Narrative Text

In writing a narrative text the writer must be able to use their imagination to tell a story that is capable of bringing the reader along with the atmosphere that occurs within the story. In this case allows the

writer to keep paying attention to the demands of his story, so the reader does not feel confused and get easier to understand the story told. According to Mandler and Johnson as cited in Muth (1989: 10), there are six major story elements: "Setting (introduction of the protagonist or main character of the first Episode, which may include statements about locale, time, or props); Beginning (a precipitating event); Reaction (the protagonist's internal response to the precipitation event and formation of a Goal); Attempt (effort to attain the Goal); Outcome (success or failure of the Attempt); and Ending (long range consequence of the action, final response of a character, or an emphatic statement)".

Furthermore, to write a comprehensive and structured narrative story, the writer must understand the steps of constructing narrative texts. According to Pardiyono (2016: 80), following the elements to construct narative texts, consist of; (a) Orientation: the first step where the author begins to tell about everything that happened to the story based on 5W + 1H (what, where, when, who, why, and how), (b) Complication: the writer informs the reader about the problems that occur within a story which is begun from the causes of the emergence of the story, (c) Resolution: it shows the reader about an attempt to solve a problem committed by the character of the story contained in the story and related to the causes of the problem, and (d) coda: it informs to the reader as an addition in the story where the writer shows about moral messages that can be learned by the reader from the story. The most important thing in the steps of constructing narrative texts, namely; orientation, complication, and resolution. Sequence of events and coda is only additional, so when the writer would like to make the story more detail, they can add sequence of events and coda, but when they would like to make a simple narrative story they do not neet to use it.

2.3 Group Investigation

2.3.1 The Benefit of Using Group Investigation

This research used student centered classroom because this method could make the students to be more collaborative to help each other but still needs the teacher's guidance. Every teachers would like to make the students to be active during the learning process. This was not only limited by special individual characters, but every students had to be active. Unfortunately, the shy students were difficult to express their opinions when the teachers asked them to give some response. Certainly, the class was dominated by students with extroverted characters who could be easily in sharing their argument in public without any sense of awkwardness, but it certainly was not happen in a class that applies an investigative group learning model, because all of its students helped each other for the common goal of each group. According to Chamberlin and Chamberlin (1943) as cited in Joyce and Weil (2003: 74-75), that is based on John Dewey's notion of an investigative group-based learning model put forward a democratic procedure using scientific method whereby all members have the right to be involved during the learning process.

Furthermore, many benefits of using group investigation model that was applied a democratic procedure that could be taken by the teachers and students, it stated by Joyce and Weil (2003: 75), ie : (a) Learning is developed in a democratic procedure, (b) Learning using scientific investigation is applied during social process, (c) All students will be more active to get involved in solving problems encountered, (d) Students will get experience based learning directly during the learning activities.

2.3.2 Teacher's Role in Group Investigation Method

In the student centered learning process, teachers was as the facilitator during learning process. They are required to inculcate the idea that the writing is not as difficult as they think, because it is only needs two things to boost the spirit of them in writing, those are;

willingness and commitment, both of them which are fundamental to the generation of literacy. According to Thelen (1954: 52-54) as cited in Joyce and Weil (2003:85), the teacher's role in investigative group learning is that the teachers should be able to be counselors in which students can comfortably share about their problems without fear of intimidation, teachers should be able to become consultants which the teacher can advise students wisely without patronizing, and finally the teacher must also be able to become a friendly critic so that with critical teacher thinking, students are also motivated to think critically. In group investigative learning method, the teachers have some rules that they do not need to be more streight to the students, so the students will be more comfort to followed learning process.

Furthermore, As stated by Jones (2007: 25), In a student-centered classroom, the role of the teacher is to assist and encourage students to develop student skills, ensure benefit from the lessons presented, help students work independently, monitor students as students work together and provide them with feedback afterwards. So, even if in the student centered classroom more focuses on how students can be more developed rather than in teacher centered classroom that push the teacher to be more active, this method still needs the teacher to assist the students so they are still applied the rules during learning process.

2.3.3 The Steps of Teaching in Group Investigation

The group investigation is part of cooperative learning where students have the opportunity to work with other students in groups to solve the problems that is provided by teachers, ie: analyze and create narrative text based on the topic which has been chosen by the teacher for every groups. According Joyce and Weil (2003: 84) there are several steps in teaching during learning process by using group investigation method, among other: (a) The first stage is to stimulate students with an explanation. (b) Furthermore, attention to student reactions after being given explanation by the teacher. (c) After students

start to be stimulated to respond to teacher explanations, teacher directs students to solve problems they face on their own. (d) After that the teacher directs students to analyze their problems, solve the problem, and report the results of their work. (e) Finally, students in groups evaluate and summarize the goals of the problems they have faced.

2.4 *WhatsApp* as Digital Media

In this era, which technology has become a part of human's live, many media that is created to facilitate humans' work to make it easier, one of them is mobile phone, from that digital technology, people can be communicate each other easily. According to Scardamalia, (2002); Scardamalia & Bereiter, (2006) as cited in Schwan and Cress (2017: 153), Digital technology is a flexible media that is able to make users free to express themselves in groups to follow the emergence of technological developments. This research uses one of the digital applications which is created by the development of the digital era, namely *WhatsApp*.

Many people use *WhatsApp* application in their daily needs. Commonly, many people only understand and know how to apply this app without caring who are the creator, what is the meaning, and so on. According to Alsaleem (2013: 214), *WhatsApp* is an application that comes from the development in the digital era. This app is available in smart phones like iPhone, Android, Blackberry, and Nokia. The advantages of using this application are the users can be free to get the access the feature such as send messages, making a call or video call, and many more, because this application only relies on internet data connection.

Similar opinion is stated by Barhoumi (2015: 222), *WhatsApp* is an application created by Brian Anton and Jan Koom who are dropouts from the Yahoo Messenger company. *WhatsApp* was first created in 2009 and until now still a success in society and make it as a mandatory requirement in communicating. The *WhatsApp* name is taken from a phrase in English that is "What's up?" with meaning (what's new?). This app is created in rangkanihood technological developments on the use of smart phones are increasingly updated. So, it is means that *WhatsApp* created to make people more closer

14

each other by sharing information each other by many ways, ie: texting, calling, video calling, voice note, and may more that developed by technology.

There are several features from WhtsApp that applied in this research. According to *WhatsApp* site (2018) *WhatsApp* features, ie; (a) Message: the feature to send messages to all users of *WhatsApp* app for free and without minimum limitation, because this feature uses internet connection to be able to access it so that the benefits can be obtained is more economical and practical in communicating, (b) Chat Group: it works to connect the users with the same purpose belong to a group. In one chat group can accommodate up to 256 people, it makes very easy for those of you who have many friends who want to invite a friends in the same group.

By using several features that provided by *WhatsApp*, the teacher uses chat group as the tool to apply this research by giving the students task and asked them to create their task and communicate each other in the chat group. This feature could help them stay connected privately for free while they used this app even if they were not using the same provider. The students could also use it anytime and anywhere although apart at a great distance, so they did not need to worry in collecting the information from their group.

2.5 Previous Study

There are some relevant research studies to used; narrative types text in teaching writing, group investigation method, and *Whatsapp* as learning tool, as the previous of this study, ie:

The first is study from Fadila, S. Fahda. (2015), the tittle is "Improving Student's Writing Skill in Narrative Text Through Movies (A Class room Action Research in the Eight Grade Students of MTs Negeri 3 Jakarta". This research wanted to improve students' writing skill in narrative text for the eight grade students of MTs negeri 3 Jakarta using movie. The reserch method was action research. This research can be concluded that the process of students' writing skill in narrative text through movie for eight grades of MTs Negeri Jakarta 3 improved. The similarities of this research is the skill that is used to teach the students is writing skill in narrative text, and the

differences is the grade of the students, the media that used to teach writing skill, and the research method.

The second is study from Indrasari, N. (2010), the tittle is "Improving Students' Writing Skill of Narrative Texts by Using Short Videos (A Classroom Action Research at the Eighth Garde Students of SMP Negeri 2 Temanggung in the Academic Year of 2009/2010)". The researcher wanted to know to improve writing skill of narrative texts at the eighth grade students of SMP Negeri 2 Temanggung by using short videos and the strengths and the weaknesses of using short videos in teaching writing. The method that was used in this research was classroom action research. Based on the research findings, it can be concluded that teaching writing by using short videos can improve students' writing skill. The similarities of this research is the skill that used to teach the students is writing skill in narrative text, and the differences is the grade of the students, the media that used to teach writing skill, and the research method.

The third is study from Ahsanah, F. (2015), the tittle is "Group Investigation: A Cooperative Learning Method for The 10th Grade Students in Speaking English Classrom". The aim of this research wanted to know the implementation, achievement, and response of the students when the teacher used GI in teaching speaking. The design of this study was descriptive quantitative research method. The study observed the students' speaking ability and the application of the GI method in speaking English classroom. The result of the research was the group investigation technique that could give positive effect and improvement of the students' speaking ability. The similarities of this research is teaching method that was used to teach the students is group investigation method, the grade of the students and the differences is the media that used to teach, and the research method, and learning skill in teaching the lesson.

The fourth is study from Mayasari, R. (2012), the tittle is "The Use of Investigation to Improve Students' Ability in Writing Skill on Analytical Exposition Text". This research aimed to investigate the implementation of group investigation to improve students' writing organization of analytical

exposition text and to what extent is the improvement of students' writing organization of analytical exposition text after being taught through group investigation. Research method that was used in this research was classroom action method with 11th Grade students of MA Manahijul Huda Pati in the Academic year of 2011-2012. It can be concluded that the implimentation of Group investigation was improved motivates students in doing the task that given by the teacher and the score of the students in writing task. The similarities of this research is teaching method that was used to teach the students was group investigation method, and the skill during teaching-learning process was writing skill. The differences is the grade of the students, the media that was used to teach, the research method, and writing types that used to teach the students.

The fifth is study from Fattah (2015), the tittle is "The Effectiveness of Using *WhatsApp* Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills". The aim of this research was to develop students' writing skill by using *WhatsApp* Messenger. Based on the findings of the research, *WhatsApp* technology can enhance students' active participation in the EFL classroom. The similarities of this research was the media that was used to teach the students and the differences was teaching method that was used to teach the students, the grade of the students, the research method, and learning skill in teaching the lesson.

The sixth is study from Awada, G. (2016), under the tittle "Effect of *WhatsApp* on Critique Writing Proficiency and Perceptions Toward Learning". This article would like to improve the critique writing skills of English as a Foreign Language learners and increase their motivation for learning. The research method that was used in this research is experimental method. *WhatsApp* as a tool in learning process could be utilized as a discussion forum that would enable instructors and students to initiate discussions that would improve learning and increase motivation. The similarities of this research was the media that was used to teach the students and learning skill in teaching the lesson, and the differences is teaching

method that was used to teach the students, the grade of the students, and the research method.