

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the definition of writing, method of writing, techniques of writing, the importance of writing, writing strategy and previous studies.

2.1 Definition of writing

Writing is a creative process of expressing ideas in the form of written language for the purpose, for example to tell, persuade, or entertain. Meyers (2005: 2) state that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen. Writing is discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words. Harmer (2004: 86) states that writing is a process and that write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

According to Ruth (1989:6) writing is a productive word in which the author creates sentence, to express his idea. In writing, the sentence or word must be created to express the filling, idea or something that will be used to writing. The author need to choose the word and expression for the idea and have to pay attention when writing

about the situation or condition that is around us and should be able to put the right words to be written.

According to Ghaith (2002: 1) state that the writer has to explore thought and ideas and make them visible and concrete. The writer has to try to communicate the ideas in the form of text to understand the ideas and their meaning. The production of the written word that results in the text must be read and comprehended also the reader can understand the message intended by the writer easily.

2.1.1 General Concept of writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. The students have to write about what they think in their mind and state it on a paper by using the correct procedure. Harmer (2004: 86) states that writing is a process and they write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Boardman (2002:11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. It is written on a paper.

The writer choose narrative as the writing material. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating whit others. A good written story lets your reader response to some event in your life as if it were own. The students not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

2.1.2 Steps in Writing

Meyers (2005:3-12) states that there are some steps to make a good writing, among others:

2.1.2.1 Exploring Ideas

Writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to say it to.

2.1.2.1.1 Your Subject

Before writing, ask yourself, “What is the subject or the material that want to write about and what to know about it?” Choose a subject that you care about and know about (or can find out about). Then you will have something interesting to say, and you will say it more clearly and confidently.

2.1.2.1.2 Your Purpose

After deciding the subject, now ask yourself, “What is the purpose?” Communicating always has a purpose: to persuade, or to entertain or may be to do all. You could inform, persuade or to entertain your classmate with example of odd incidents you have experienced at your job.

2.1.2.1.3 Your Audience

After deciding your subject and your purpose, ask yourself, “who is the audience?” To answer to that question will determine what you say about your subject and what the purpose you hope to achieve. You may need to provide a lot of evidence to persuade a reader who does not agree with your opinion.

2.1.2.2 Pre Writing

The second step of the writing process involves writing your thoughts on paper. Don't worry about making mistakes because you will probably change your mind and your wording later anyway. This step is called pre writing. It is a time to relax, to write quickly and to begin organizing your thoughts.

2.1.2.2.1 Brainstorming

One way to capture your thought is brainstorming, or listing thoughts as they come to you. You might brainstorm a second or third time to generate more ideas.

2.1.2.2.2 Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

2.1.2.2.3 Free writing

Another way to get started is free writing. You simply write about the subject without worrying about sentence, structure, spelling, logic and grammar. Writing as you would speak so that you can get your ideas down fast.

2.1.2.3 Organizing

After you have put ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding. Think again about your purpose and audience what goal does you want to accomplish- to inform, persuade, or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish those goals?

Return to your pre writing and do the following:

- 2.1.2.3.1 Underline or highlight best ideas in your brainstorming list, putting related ideas together. In addition Add to the ideas occur to you and remove or ignore the parts that are not related to your choices.
- 2.1.2.3.2 Choose a part of the clustering diagram that has the best ideas. Do a second clustering diagram the explores those ideas in greater detail. Ignore the parts of the original diagram that are not related to your choice.
- 2.1.2.3.3 Circle or highlight the best parts of your free writing. Do a second even a third free writing on them, Ignore the parts of each free writings that are not related to your choice. And focus more specifically on your subject and add more details.

2.1.2.3.4 Outlining

After selecting, subtracting and adding, the writer can make an informal outline. (Meyers, 2005: 5-6)

2.1.2.4 Writing the First Draft

You have done some pre writing, selected your best ideas, expanded on them and arranged them in some reasonable order. Now you can begin the first draft of your paragraph. Don't worry about being perfect, so write fast as if you were speaking to your readers.

2.1.2.4.1 Some steps for drafting can be stated as follows: (1) Say something about before you write in, (2) Write fast by hand or by computer, (3) Use only one side of the paper, (4) Leave wide margins and double space to make room for changes, (5) Save your work every five or ten minutes on the computer. (Meyers, 2005: 6)

2.1.2.5 Revising the Draft

You have done some pre writing, selected your best ideas, expanded on them, and arranged them in some reasonable order. Now you can begin the first draft of your paragraph. Don't worry about being perfect, so write fast as if you were speaking to your readers.

2.1.2.5.1 Some steps for drafting can be stated as follows: (1) Say something about before you write in, (2) Write fast by hand or by computer, (3) Use only one side of the paper, (4) Leave wide margins and double space to make room for changes, (5) Save your work every five or ten minutes on the computer. (Meyers, 2005: 6)

2.1.2.6 Producing the Final Copy

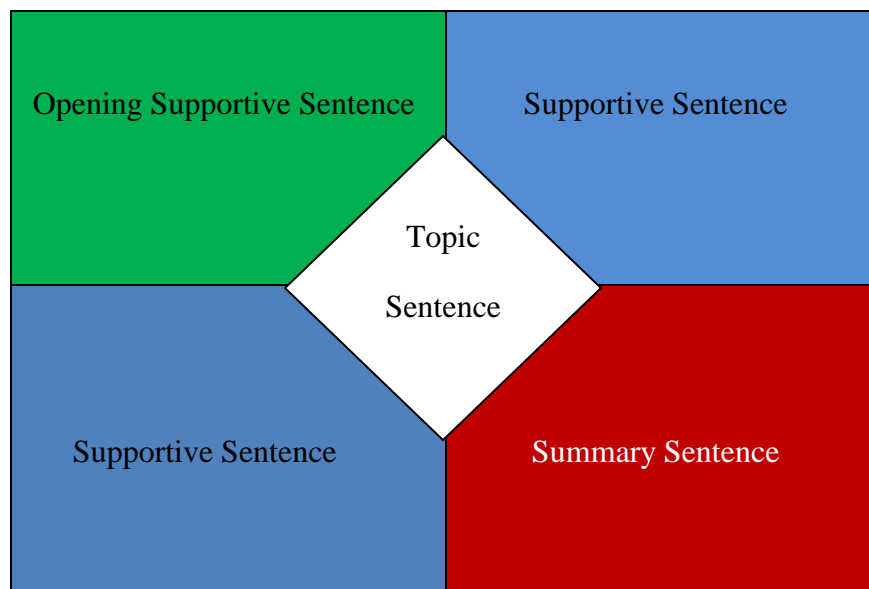
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2.2 Method of Writing

The four square writing method below is a simplified graphic organizer for teaching writing to children in school. While primarily used to teach persuasive writing, it has also been used to help teach deconstruction. (Judith and Evan 1999).

Method



The concept generally works as follows:

2.2.1 A large square is drawn and divided into four smaller squares of equal size.

An additional rectangle is drawn in the center of the figure overlapping each of the other four squares. A total of five rectangles are thus created.

2.2.2 The student writes a complete topic sentence in the center rectangle.

2.2.3 Then, the student writes three sentences that develop the thesis of central topic, placing one in each of the following squares: upper-left, upper-right, and lower-left. The upper left square contains the opening supportive sentence, and the next two squares contain other supporting information.

2.2.4 Finally, the student writes a summary sentence in the lower-right square. The summary sentence describes how the reader is intended to feel about the topic. Variations of the above rules may require more or less development in each of the rectangles, depending on the grade-level or maturity of the student.

2.3 Importance of Writing

It is widely accepted that English has become a language of international communication. One of communication skill frequently needed is writing. Although speaking , reading and listening skills occupy a large proposition of time that human being spends in communication, writing which is a complex process is far more demanding for most people than speaking. While speaking and listening begin early in child's a life (Fowler, 1965:25)

2.4 Previous Studies

There are some previous studies related to the present with study, the first is Ibtidaiyah (2009) study paper entitled “Teaching narrative text to grade eight at MTS AL –HAMIDY” her study which describes the reading skill the students and how teacher to use lesson plan in teaching narrative text classroom. The result of the study that the teacher describes the reading skill students in teaching narrative text.

The second study was conducted by Fatmawati (2008). She conducted a study entitled “Teaching narrative writing at the first year of SMA AL AZHAR”. In her study, she describe the problem to identify kinds of pictures that can be used in teaching narrative writing and the procedures applied in teaching narrative writing. The result of the study that to identify kinds of pictures can be used in teaching narrative writing.

The third study was conducted Ariani (2010). She conducted a study entitled “Improving the Students Ability in Writing Descriptive at Grade VIII at SMP Negeri 2”. In her study, she describes the problem to implementation in teaching writing through collaborative writing technique. The result of the study that collaborative writing technique can improve the writing skill students.

Different from those three studies, this present study is entitled “Teaching narrative writing by using four square method at first grade students at SMP Institut Indonesia”. Focusing on the investigation on what techniques of teaching narrative writing. In this study, the writer tries to focus on the learning process of techniques of teaching narrative writing activity in classroom at SMP Institut Indonesia.