

CHAPTER TWO

LITERATURE REVIEW

1.1 Previous Studies

Previous studies are an attempt by researcher to find comparisons and then find new inspiration for further research. In addition, previous studies help the research to position the research and show the originality of the research.

The first relevant study was conducted by Nurfadhilah (2018) by the title “The Effect of Project-Based Learning on Students' Writing Skill of Narrative Text”. This study was classified as a quantitative study. The method used in this study was Quasi-experimental method. He is trying to get empirical evidence about the effect of Project-Based Learning on the skill to write narrative texts of tenth grade students of SMAN 1 Kota Tangerang Selatan. The results showed that the average value of the class that used Project-Based Learning was higher than the class that didn't use PBL. So, it can be concluded that there is a significant effect of Project-Based Learning on the Skill to Write Narrative Texts of Class X Students of SMA Negeri 1 Kota Tangerang Selatan in the 2017/2018 Academic Year.

Another relevant study by Rangkuti (2020) by the title “The Effect of Applying Project-Based Learning on The Students’ Creative Thinking Skill In Writing Narrative Text”. This research was conducted using experimental quantitative research. The purpose of this study was to determine the effect of implementing

Project-Based Learning on students' creative thinking skills in writing narrative texts. The research was conducted in class IX at SMPN 38 Medan for the 2020/2021 academic year. The sample of this research is 32 students. Based on observations and research findings, researchers came to the conclusion that Project-Based Learning can affect students' writing skills, especially in writing narrative text.

The next was conducted by Ramadhania (2020) by the title “The Effect of Problem Based Learning on Student Skill in Writing Narrative Text”. This study used a quasi-experimental design. This study is aimed to find out whether or not there is a significant difference in writing narrative text achievement at tenth grade students of SMKS 11 Serunting Bengkulu between the students who were taught using the PBL method and that of those who were not and To find out whether or not there is an effect of using the PBL method on the students writing narrative text achievement at tenth grade students of SMKS 11 Serunting 2 Bengkulu.

The last relevant study was conducted by Larasati (2015) by the title “Improving Students’ Writing Skills Through Project-Based Learning Technique at Grade XI of SMA N 2 Sleman in The Academic Year of 2014/2015”. This study belongs to the field of action research. Action research is regarded as research which aims at identifying problematic situation and finding a deliberate way of solution to bring about changes and better improvements for the problems. This research aims at improving the students’ writing skill at grade XI of SMA N 2 Sleman through the use of Project-Based Learning technique in the academic year of 2014/2015. The

research showed that the use of project-based learning was able to improve the students' writing skill based on the several evidences.

Out of the four previous studies, there are similarities and differences between the author's research and several previous studies. The similarity is that this current research and several previous studies both use tests for data collection and use Project-Based Learning. While the difference is that the researcher research only uses one class for research while previous research uses two classes, namely the control class and the experimental class. Further, the setting and sample of the research are different with the previous research.

1.2 Theoretical Framework

2.2.1 Concept of Writing

Writing is an activity in delivery message (communication) like idea, concept, experience or information with written to other people (Andayani, 2015). It means that by writing the writer can communicate with the reader indirectly. Moreover, according to Dalman (2013) writing is systematically organize ideas and express them explicitly to make reader easy to understand the message or ideas that are said, the writer must have good skill in writing.

People who use English as a foreign language felt difficult to construct the idea in writing. Ka-kan-dee and Kaur (2015) think that in the area of second and foreign language instruction, teaching writing has long been a controversial issue. Writing becomes the most difficult skill when it is learned by the foreign language learners. As Rass (cited in Husna, 2013) stated that writing is a difficult skill for native

speaker and non-native speaker; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling, and capitalization.

In addition, Spratt (2005) quoted by Sarinah (2016), writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their message or idea which is represented by some signs such as letters and punctuation. These letters are combined into words, words into sentences, and sentences into paragraphs. In order to be able to write, people should think about what messages that they want to express and to whom their messages are being communicated to.

On the other hand, Indriyani (2015) said that writing is one of the skills that has a high level of difficulty compared to other skills, so it takes more time and also strategies to develop it. Composing text entails dissemination and coordination of multiple cognitive and linguistic in order to complete goals associated with genre-specific conventions, audience needs, communicative purposes. In addition, learning to write involves being able to communicate and convey ideas meaningfully. In other words, someone learns how to combine both presenting ideas and communicating through writing or texts.

From the definition above, it can be concluded that writing is one of the productive skills which means that students need a lot of practices to master writing skill. In order to produce a good text, writing cannot be done in short times; it needs some

stages in the process of writing. It is different from other skills which can be done in short times.

2.2.2 Characteristics of Written Language

Written language has some characteristics. According to Brown (2001), there are seven characteristics of written language.

1. Performance

Written language can be read and reread for many times. Writing works such as literary works, important documents, and letters from many years ago still can be read at present.

2. Production time

The writing process needs much time to plan, edit, and revise writing before finally it is finished as a final product.

3. Distance

Between the reader and the writer, there is a distance both in time and space that bound them in negotiating meaning and message. As a result, the purpose and the audience must be planned well to minimize different of opinions between the reader and the writer.

4. Orthography

Written language is supported by the use of orthography in order to send the message as the role of stress, intonation, pitch, volume and pausing in speaking. For example, the use of an exclamation mark is to express surprise. Then a question mark is used for questions.

5. Complexity

Written language is characterized by the use of longer clauses and more subordinators that make the written language complex. However, a piece of writing which has many longer clauses and more subordinators are not always considered as a good product. Brief, clear, and meaningful sentences are actually needed, and those, therefore are written in high complexity.

6. Vocabulary

Written language needs a high variety of vocabulary. The frequency of word repetition is controlled in order to make a piece of writing more interesting, finding another synonym for a word is one way to do this.

7. Formality

Written texts are typically formal because of the social and cultural uses. It minimizes the misunderstanding which is caused by language varieties in society. Formality is considered as an agreement for all people of different societies.

Having gained an understanding of the characteristics of written language, the teacher's role should include several key actions. First, teachers should design learning activities that promote language development, including reading comprehension, writing skill and grammar proficiency. Second, teachers should foster a supportive and encouraging environment that motivates students to engage with written language, emphasizing real-world applications. They should also adapt their teaching methods to accommodate diverse learning styles and abilities, providing differentiated instruction as needed. In addition, ongoing assessment and feedback mechanisms should be implemented to track progress and adjust teaching

strategies accordingly. Based on its characteristics, English teacher could help their students to create a good written either in English as a second or foreign language. So that student's writing will be better.

2.2.3 The Process of Writing

Richards and Renandya, (2002) say that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning specific writing skill are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skill in generating ideas by giving activities, like brain storming and clustering. The planned writing experiences for the students can be described below (Richards and Renandya, 2002).

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas, the writing activities must be prepared to provide them learning experiences of writing similar to brainstorming. According to Harmer there must be three considerations in this stage. The first one is thinking the purpose of writing. It will influence other features, like the text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will impact the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text.

b. Drafting

Drafting is recognized as the first version production in a writing process. Next, the draft may be edited and revised before becoming a fixed written work. At this stage, the students will focus on the fluency of the writing and write without having much intention to the accuracy of their works. During the process of writing, they must also focus on the content and the meaning of the writing. Besides, they may be encouraged to deliver their message to different audiences such as peers and other classmates.

c. Revising

In this stage readers allowed the writer to reflect and revise the works. The students review and examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing

At this stage, the students are focused on tidying up their works as they prepared the final draft to be evaluated by the teacher. The main activity done by them at this stage is editing their mistakes on grammar, spelling, punctuation, sentences and diction.

The writing process from planning, drafting, revising, and editing can be condensed into a piece of writing that has a certain amount of time, but they are still covered, even briefly. With an understanding of the writing process and its four stages, researcher will develop a complete writing lesson plan by

implementing the stages of the writing process.

2.2.4 Aspect of Writing

The ability to write is not only an activity that transfers thoughts into written form, but also must be done in writing that is properly organized (Wigati, 2015).

There are five aspects in writing, namely:

a. Content

Content is the essence of writing and the idea described in the writing. This element relates to the writer's knowledge in writing including substance, thesis sentence development, and relevance in presenting the topic.

b. Form

The arrangement or organization of the writing that shows the overall structure of the writing that is appropriate for the type of text being written.

c. Vocabulary

Consideration in choosing the right words to express one's ideas in an effort to form a series of beautiful and appropriate sentences.

d. Grammar or language use

The use of grammatical forms and syntax in writing. This component is usually assessed by the accuracy of sentence structures such as subject-verb agreement, tenses, word order. Grammar is also important in writing because it will give meaning when writing is not in accordance with the rules, it can change the meaning of the reading that has been read or in other words what is conveyed in writing cannot be understood or misunderstood.

e. Mechanics

Considerations in writing applications such as punctuation and spelling.

This aspect of writing was used for assessment in this research. This is also in accordance with the scoring rubric that the researcher used, which is from Brown (2007).

2.2.5 Concept of Narrative Text

Narrative text is a text that tells something imaginative or something that is only imaginary and its purpose is only to entertain the reader (Nuriskandar, 2013).

Narrative text is a story with a problem or complication of events and tries to find a solution to solve the problem. An important part of narrative text is the form or mode of narrative and the method used to communicate narrative through narrative process (Icha, 2015). Narrative text is a paragraph that tells an event or event based on time sequence so that the reader can feel the event. In Narrative Paragraphs there are character storylines, settings and conflicts (Ubay, 2015).

In addition, narrative text can be interpreted as a series of sentences arranged in accordance with the sequence of events or events. In the story describes the problems or conflicts or problems experienced by the characters or conflicts between characters that give an interesting impression on a story. The simple way, a narrative text is structured firstly by having orientation which introduces the readers about the setting of the story, either the place setting or time, or might be both of them (Nurainun, 2017). Examples of narrative texts that are often

found are fables, myths, legends, fairy tales and others. And from the explanation, it can be concluded that narrative text is used to amuse the readers from the story.

2.2.6 Generic Structure of Narrative Text

According to Anderson and Anderson (2003), there are five generic structures of narrative text, such as:

a. Orientation

Orientation of the story is the first part in narrative text. This part introduces some important information related to the story. Also, in this paragraph the narrator tells to the audience about who is in the story, when it is happening, where it is happening and what is going on. This information is told clear and briefly. Therefore, by telling the orientation the readers will understand about the background information.

b. Complication

Then, after telling the orientation of the story, the narrator continues to tell the complication of the story. This part shows how the narrator start to narrate about something that will begin a chain of events. These events will affect one or more of the characters. In other word, the complication can be said as the trigger of the story.

c. Sequence of Events

This is the part where the narrator tells how the characters react to the complication. It includes their feelings and what they do. This event can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

d. Resolution

After narrating the chronological events of the story, the narrator tells about the solution of the problems happen. It means that complication is sorted out or the problems.

e. Coda

The last part in narrative text is known as coda. The narrator sets up coda if there is to be a moral or message to be learned from the story.

2.2.7 Concept of Project-Based Learning

Project-Based Learning is defined as a model that emphasizes the provision of small projects or research activities in learning. Klein, et al. Define Project-Based Learning as an instructional strategy to empower learners to pursue their own material knowledge and demonstrate their new understanding through various modes of presentation (Warsono & Hariyanto, 2013). Project-Based Learning is a learning model that involves students in problem-solving activities and provides opportunities for students to work autonomously to construct their own learning, culminating in valuable and realistic student work products (Trianto, 2014).

According to Goodman and Stivers (2010) stated that Project-Based Learning as a learning approach that is built on learning activities and real tasks that provide challenges to students related to everyday life to be completed in groups. Project-Based Learning is a student-centered learning model and provides meaningful learning experiences for students (Afriana, 2015). Students' learning experiences and concepts are built from the products produced in the Project-Based Learning process. The application of Project-Based Learning is able to facilitate students in

developing certain skills such as writing, providing a learning process that is significantly beneficial to students, increasing students' thinking creativity, creative motivation, motivation, discipline and collaboration (Syahmadi, 2014). Project-Based Learning has been implemented in various levels of education such as junior high school, high school and senior high school and college.

Therefore, Project-Based Learning is a learning model that uses problems as the first step in integrating new knowledge based on real experiences. Project-Based Learning is carried out systematically which involves students in learning attitudes, knowledge, and skill through investigations in product design. Project-Based Learning is an innovative learning model, which emphasizes contextual learning through complex activities. The environment where students learn is given the opportunity to explore, determine learning objectives and activities as an interesting concept (Sulisworo, 2019).

From the explanation above, it can be concluded that Project-Based Learning is one of the student-centered learning models that uses projects or real activities as the core of learning.

2.2.8 Benefits of Using Project-Based Learning

Project-Based Learning (PBL) is an innovative educational approach that offers numerous benefits to students and educators alike. One significant advantage of Project-Based Learning is Project-Based Learning helps students in their time management, teamwork, delegation of responsibilities, prioritizing (Zerovnik &

Serbec, 2021). Through hands-on, real-world projects, students are encouraged to explore complex problems, develop problem-solving strategies, and think critically about various issues, thus enhancing their ability to apply knowledge in practical contexts. In addition, Project-Based Learning is an active method that develops maximum student engagement and participation in the learning process. This method requires the teacher to energize the learning scenario by encouraging student cooperation to investigate, make decisions and respond to project challenges (Medina, 2020). Furthermore, Project-Based Learning can increase student motivation and engagement, as students are more likely to be enthusiastic about learning when they can see the real-world relevance of their studies (Larmer, 2015).

Project-Based Learning can be a connection between using the target language in authentic contexts outside the classroom. Simpson mentions some benefits to using Project-Based Learning in the language classroom (Simpson, 2011). They are:

1. Gaining language proficiency, self-efficacy and self-esteem.
2. Using real-life language and experiencing language in meaningful life situations.
3. Developing motivation, self-confidence and the cognitive domain in second/foreign language learning.

In conclusion, Project-Based Learning empowers students to become independent thinkers, problem solvers, and effective communicators while making learning a more exciting and meaningful experience.

2.2.9 The Characteristics of Project-Based Learning

Project-Based Learning possess the following features:

a. Project-Based Learning is an authentic learning.

Project-Based Learning is based on the experiences learning. It enables students to experience relevant and real-world task. Through Project-Based Learning, students are exposed to the real-world situations while they complete their project (Markam, 2003). Project-Based Learning makes students' learning meaningful as they link their prior knowledge to their current study based on the real situation.

b. Project-Based Learning is student-centered.

Project-Based Learning focuses on students to be an active learner. It gives students wide opportunities to discover the solution to the given project using their skill and knowledge. In Project-Based Learning, students are responsible for their own learning. Moreover, through Project-Based Learning, students are urged to plan, complete, and present the task (Simpson, 2011).

c. Project-Based Learning is cooperative.

Through Project-Based Learning, students can work together as a group. Project-Based Learning allows students to work collaboratively and cooperatively to solve problems and investigate what they learn. They work together and share resources ideas, resources, and expertise. Projects lend themselves to students' working and learning collaboratively. In Project-Based Learning, students are exposed to motivating and challenging activities which require collaboration as well as motivation (Herrington and Herrington, 2006).

d. Project-Based Learning leads to the integration of skills.

Project-Based Learning assimilates students' skill and knowledge. Stoller states that through Project-Based Learning, students need to process information from various sources (Stoller, 2002). The tasks given in Project-Based Learning also mirrors real-life tasks. Project-Based Learning entails students to merge their knowledge and skills to be able to complete the given task. The incorporation of skills is a substantial component of Project-Based Learning and should be identified in the project outcomes. Students need to acquire, practice, apply, and extend these skills as part of the project design.

e. Project-Based Learning culminates in an end product.

Project-Based Learning results in the tangible product. The result of the product can be shared and shown with others. The products can be in the form of presentation, poster, bulletin board, wall magazine, report, or performance. The value of the product lies both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002).

From that we can say Project-Based Learning is an active technique that help teacher and students in the teaching and learning process. Project-Based Learning makes students' learning meaningful as they connect their prior knowledge to their current study based on the real situation, and it also gives students chance to develop their skill by having a project.

2.2.10 Procedure in Project-Based Learning

There are five steps in conducting Project-Based Learning in the classroom (Fragoulis, 2009), they are:

a. Lead-in activities

The teacher should create an activity that can be used to introduce the topic, which is about writing narrative text. The activity should help the teacher demonstrate what the students should do. Linking activities should prepare students for cooperative work, open-ended tasks, communicative language production, or can be used to practice specific language skills. In this section the teacher will show a slide of material about narrative text and students should pay attention and record the material obtained from the material.

b. Planning

At this stage, teachers and students examine and decide on project ideas, topics and themes. The topic to be discussed is about writing in narrative text. In addition, the teacher and students also discuss the appropriate time to complete the product.

c. Carrying out the project

After the preparations are done, students can start developing the project. The teacher's role during project development is to monitor and check the progress of the project. The project that students have to work on is to create a narrative text that will later be turned into an illustrated short story book.

d. Creating the final product

In this stage, the students use their knowledge and abilities to produce something real. When the students can produce a final product, they can gain a sense of achievement that is important for their motivation.

e. Evaluation

Evaluation refers to the assessment of activities from the participants and discussion about whether the initial goals and objectives have been achieved, the implementation of the process, and the final product, at the evaluation stage, the teacher and students reflect on the project they have worked on, namely the illustrated short story book. Here the teacher provides an assessment of the students' project results and also provides input on what needs to be improved.

1.3 Hypothesis

The hypotheses of this research are drawn as follow:

H_a : There is a significant effect in improving students' writing skill on narrative text at the eleventh grade of SMK Yadika Bandar Lampung.

H_0 : There is no a significant effect in improving students' writing skill on narrative text at the eleventh grade of SMK Yadika Bandar Lampung.