

CHAPTER II

LITERATURE RIVIEW

A. Conceptual Description

This study focuses on analyzing students' perceptions of using narrative text in writing activities within an English Students Community. Narrative text is a kind of events or action that the truly characters do. According to Knapp & Watkins, 2005 In the context of English language learning, especially writing skills, narrative text is considered effective in enhancing students' imagination, critical thinking, and creative language use. While writing is challenging, students must learn it if they are to fulfill their social, professional, and educational responsibilities (Graham, 2022).

English Students Communities often serve as informal learning environments where students can improve their language skills outside of formal classrooms. The use of narrative texts in such communities can create a more communicative, collaborative, and enjoyable learning atmosphere. Therefore, this study aims to explore students' perceptions of narrative texts as a medium in their writing activities. The aspects analyzed may include students' interest, understanding of narrative structure, relevance to learning needs, and the perceived effectiveness of narrative texts in informal learning contexts.

B. Writing

The four fundamental components of learning English are speaking, listening, reading, and writing. These abilities are separated into two categories: productive and receptive. According to Nurhayati (2020), among the issues with writing include a lack of ideas, organization of thoughts, rhetoric or thought patterns, coherence, and cohesiveness. They are comparable to the productive abilities of writing and speaking. During the learning process, students first grasp the new material receptively before moving on to using it productively. Meyers (2005) said that narrative text is the most powerful ways to communicate. It means that by writing narrative text, the author can communicate to other people well. There are so many understandings of writing that can be found. According to Boardman (2008), a brainstorming approach consists of jotting down all types of ideas, whether good or poor, based on a particular topic within a specific time frame, followed by some organizing.

The explanation above shows that writing is a process to produce language. We can take more time to think and choose words in order to express our idea. We can still make a revision if it is not so clear to express what we intend to write. And the other hand says that writing can be defined by a series of contrast.

The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing

words or ideas to some medium Writing is one of the indicators of academic success since it is an active and productive skill. As noted by Murcia (2000), assertion that a writing class ought to introduce pupils to the stage at which they feel comfortable making changes to their writing and are prepared to do so.

It will also look at the differences between the two groups of students, who are very close in age but very far apart in terms of expectations, to see how those different expectations affect the students' ability to acquire and use Graham and Perin's (2007) writing strategies. We may infer from all of the aforementioned definitions that writing is a cognitive process that involves communicating ideas to others through written form. Some people believe that writing is a challenging task. Anyone who want to write should put in a lot of effort; good writing can only be attained by putting in more effort. To have good writing skills, one must often practice writing. Writing also involves studying vocabulary, idioms, and grammar rules that we need to teach our pupils. Once they were understood, writing practice became simple.

C. Process in Writing

Proposes the way toward writing into four principle components. They are planning, drafting, editing (reflecting and overhauling), and final form.

1. Planning

Prior to beginning to write or type, they attempt to choose what it is they going to state. When arranging, authors need to consider three fundamental issues. The first of everyone else they need to think about the reason for their writing since this will impacts not just the sort of content they wish to deliver, yet in addition the language they use, and the data they decide to incorporate. Also, experienced authors think about the reader they are writing for, since this will impact the state of the composition, yet in addition the decision of language. Thirdly, authors need to think about the substance structure of the piece, how best to arrangements the realities, thoughts, or contentions which they have chosen to incorporate.

2. Drafting

Allude to the principal form of a piece writing as a draft. This initially go at a text is regularly done on the suspicion that is will be changed later. As the composing process methodology into drafting, various drafts might be delivered while in transit to the last form.

3. Editing (reflecting and changing)

After authors have delivered a draft, generally read through what they have written to see where it works and where it doesn't. Reflecting and updating are regularly

helped by different readers (or editors) who remark and make proposals. Another reader's response to a bit of writing will help the author to make proper modifications.

4. Final forms

The final version is produced by authors after they have made the necessary revisions to their draft. Since many things might have changed during the editing process, this version might not seem at all like the first draft or the original outline. The author is now prepared to deliver the written work to the target audience. Furthermore, according to Oshima and Ann Hogue (1999: 10) there are four stages that ought to be finished by authors:

- a. Prewriting Prewriting is an approach to get thoughts. Right now, pick a point and gather thoughts to clarify the point.
- b. Arranging (illustrating) In the arranging stage, the author needs to compose the thoughts created by conceptualizing. The best method to compose the thoughts created is that making a diagram from conceptualizing
- c. Writing and updating drafts Subsequent to doing conceptualizing and sketching out as the principal draft and the second procedure of writing, the author can begin to write and amend a few drafts as often as

possible until the author has delivered a last duplicate to turn in.

- d. Writing the last draft The last stage is that to write the last duplicate or item to turn in. In light of the specialists' depiction about the way toward composing above, it is reasoned that there are four significant components of composing, they are author's point of view, topic, reader and the type of language. Moreover, there are four steps recorded as a hard copy process, they are pre-writing, arranging, writing – changing drafts also, writing the last draft.

D. The Purposes of Writing

There must be any purposes in writing. It is impossible if people write with no purpose, although people just write a simple writing.

According to (Grenville, 2001 : 11), writing serves a variety of functions. They are:

1. To Provide Information Informing others about what they write is the most popular reason for writing. Information is frequently presented by people in their writing.
2. To Convince Sometimes people write to persuade someone to act or think a certain way by providing a rationale. It is to use their writing to influence someone.

3. To Communicate Nearly everything, including self-expression, is written by people. Additionally, writing gives them a chance to express who they are.
4. To amuse. Writing has the power to amuse as well. People may chuckle when they read the humorous narrative, and it can truly amuse someone for this reason.

E. Types of Writing

A writer's own voice, personality, and approach to readers and the audience are all reflected in their style. But each writer has a unique goal in mind when they write. For instance, they wish to convince others of their point of view or explain how something operates. Jeffrey (2015) distinguished four primary categories of writing. The categories and their definitions are as follows:

1. Writing explanatory One of the most popular forms of writing is expository writing. All an author is attempting to accomplish when they write in an expository style is to convey knowledge from oneself to a larger audience by explaining an idea. Expository writing concentrates on established facts about a subject, such as statistics or other supporting evidence, rather than the author's viewpoint. Textbooks, recipes, news articles, business, technical, and scientific writing are a few examples of expository writing.
2. Writing Descriptively Although it can sometimes appear in nonfiction (such as travel guides, memoirs, or first-hand

reports of events), descriptive writing is most frequently seen in fiction. When a writer uses descriptive language, they are giving their readers a verbal picture of a person, location, or object. To convey their impressions using their five senses hearing, seeing, smell, taste, and touch the author may use metaphor or other literary strategies. However, by describing things as they are, the author is not attempting to persuade the reader of anything or provide an explanation of the scenario. Poetry, journals, nature descriptions, and fictional novels are a few types of descriptive writing.

3. Writing Persuasively The primary writing style used in academic papers is persuasive writing. The goal of an author's persuasive writing is to persuade the reader of a viewpoint or idea. In addition to the author's prejudices and ideas, persuasive writing includes the author's arguments and arguments supporting the validity of their viewpoint. Every "argumentative" essay you produce for class should be written in a compelling manner. Cover letters, product reviews, complaint letters, advertising, and recommendation letters are a few examples of persuasive writing.

F. Types of Text In Writing

Teaching writing has to be done in a different way of teaching. It means when the teacher teaches writing to the

students it must be different from the way of teaching other subjects. The students must be learn to different types of writing. Some types of writing can be used in the classroom,. Below are examples of some types of writing:

1) Narrative Text

The narrative text is a type of writing that tells about event that happens or telling the story. It purpose is to present a view of the world that entertains or informs the reader or listener.

2) Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred.

3) Descriptive Text

Descriptive text is type of that used to create the impression of person, place, or thing. It is purpose is to describe to the audience the characteristics of people, things, animals, or places.

4) Report Text

An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, description, and information on its parts, behavior, and qualities. Its purpose

is to classify, describe or to present information about a subject.

G. Narrative Writing

Almost all longer pieces of writing use narrative writing, either non-fiction or fiction. The goal of an author writing in a narrative style is to create and convey a story, replete with characters, conflict, and places, rather than only imparting knowledge. Oral histories, novels, poems, short stories, and anecdotes are a few types of narrative writing.

A text that tells a tale is called a narrative. It may or may not be true. A narrative text addresses an issue by narrating a story about challenges or troublesome circumstances. According to Cahyono et al. (2011), communicative purposes of narrative text to amuse, to entertain, and to deal with the actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns find a resolution. Narrative text is defined as a type of writing that uses storytelling to offer readers an entertaining or educational perspective (Anderson, 2003, as cited in Putri et al., 2023). According to Putri et al. (2023), narrative texts also serve as a vehicle for shaping students' attitudes and behaviors through underlying moral values, making them effective instructional materials. Gerot et al (2017) state that the following is the generic structure of a narrative :

1. An introduction that provides the audience with information about the story's characters, where the action occurs and where the story takes place.
2. Evaluation: taking a step back to assess the situation.
3. Complication: This section describes how a sequence of events propels the story along, and we typically anticipate some kind of issue or complication to come up during this time. If nothing unexpected happened, it simply wouldn't be as exciting. The main characters will be involved in this complexity, which frequently helps them temporarily achieve their objective.
4. Resolution, which refers to the resolution of the situation, whether favorable or unfavorable.
5. Reorientation, an optional component that typically includes a moral lesson or remark.

In the meanwhile, Anderson & Anderson (1997: 8) outline the procedures for building a narrative text. These are: (1) Orientation, which is the first narrative that introduces the characters, the time period, and the location. (2) The story's developments are complicated, leading the reader to speculate about what may happen next. (3) The course of events in which the characters respond to the difficulty. (4) Resolution, in which the protagonists ultimately figure out how to resolve the issue. (5) A coda that is optional but includes a moral lesson or remark that can be inferred from the narrative.

H. Students' Perception

Every human being is unique, and they all have various perspectives on the world. Every person's perspective is influenced by a variety of intricately interacting elements, such as their emotions, beliefs, and prior experiences. There are exceptions between those who like certain things and others who don't really rely on how each person reacts to the item in question. The process of reacting to an environment or stimuli that has been shaped by experience and understood as significant information is called perception. According to the four phases mentioned above, perception output can be divided into two categories: positive perception and negative perception.

Perception is the method by which students use their senses, experiences, attitudes, and interests in their learning environment to identify anything they do during their learning processes. Simulation can be used to enhance teaching and to facilitate students' active engagement, as they could easily understand information when learning science illustrated with simulation. When learning English, a wide range of subjects are covered.

I. Writing Rubrics

According to The writer assessed students's writing ability by using an analytic scoring rubric.

Table 2.1 Scoring Rubric of Writing Narrative Text

Aspects	Criteria	Scores	Categories
Content: Topic Development	- Thorough development to topic.		
	- Relevant to topic however lacks detail.	10	Very Good
	- Inadequate improvement to topic	9	Good
	- does not display understanding of topic	8	Fair
		7	Poor
Organization: Paragraph Structure	- The paragraph of systems is correctly.		
	- lack in organizing, however properly in ideas.	5	Very Good
	- lacks logical sequencing.	4	Good
		3	Fair
		2	Poor

	- The paragraph systems is in accurate.			
Vocabulary: Word Choice diction	- Accurate and powerful in deciding on words/diction. - Accurate diction, however no longer powerful. - Lacks accuracy of diction, however which means not to obscured. - Errors in diction, word, and which meaning.	10 9 8 7	Very Good Good Fair Poor	
Grammar: Sentence Structure/construction	- Use accurate grammar. - Several mistakes of grammar, however the	10 9 8 7	Very Good Good Fair Poor	

	meaning isn't always to obscured. - Major mistakes of grammar, and the meaning obscured. - Dominated of mistakes, and terrible sentence construction.		
Mechanics: spelling, punctuation, and capitalization	- Very little mistakes of mechanics. - Few mistakes of mechanics. - Many mistakes of mechanic and meaning. - Dominated by mistakes of mechanics.	5 4 3 2	Very Good Good Fair Poor

Source : Yanuarty, 2022 : 2

J. Writing Community

A community is a group with a common interest and objective. According to Costello, a community is a collection of individuals who live in a certain area and frequently share a same cultural and historical background. Furthermore, Kertajaya Hermawan asserts that a community is a collection of individuals who show each other more concern than is appropriate and in which members have a deep personal relationship due to shared interests or ideals. In other words, a community is a place where people with similar interests can come together. It indicates that a community is made up of individuals who share similar interests. They will be able to communicate more easily. If they make appropriate use of the community's function, it benefits them. For a wide range of interests, there are numerous groups or communities. Writing communities, also known as writing clubs, are one of them. A writing community, also known as an extracurricular activity, is a group or community where students can practice their writing talents outside of the classroom.

According to the dictionary, extracurricular activities are those that take place outside of the classroom, like student coaching and leadership development. According to Noor, extracurricular activities are educational programs and counseling services offered outside of school to support

the growth of students with prospective needs, interests, and talents. through events that are especially planned by teachers and/or teachers who are qualified and approved in college. In conclusion, we know that the writing community is one of the extracurricular activities that supports the growth of children with prospective needs, skills, and interests. A writing community is made up of individuals who share a common interest in and drive to learn how to write. Despite the fact that writing is currently covered in class, both the teachers and the students believe that more writing instruction is necessary. In order to enhance their writing skills, they ultimately joined the community.

According to Yanti, having a club where students can get together on a regular basis to improve their English is beneficial. Furthermore, according to Mulyasa, who was quoted in Fatimah, an extracurricular program is a specific activity that is conducted outside of regular study hours with the goal of enhancing and supporting students' abilities. Similarly, Florence and Yore point out that the writing learning community helps students start interacting with one another and inspires them to write. The writing community activities will bring the kids together. They share writing experiences and learn from one another. Such an environment fosters a flexible and laid-back learning

environment for students learning to write. They will work on producing writing products, like paragraphs. or essay.

Additionally, the students had the chance to learn more about writing outside of the classroom by participating in a writing community. According to Amanda, a learning community helps students become more motivated, smarter, and more successful in school. According to Florence and Yore, learning communities encourage pupils to write. In conclusion, the writing community plays a part in bringing people together to engage with one another. All things considered, students can improve their writing skills and motivation by participating in writing communities. This is because students learn from one another and can encourage and support one another, which inspires students to write.

K. English Students Community (ESCO)

English Students Community (ESCO) is a student organization dedicated to developing English language proficiency, leadership, and essential soft skills in an active and inclusive environment. ESC serves as a platform for students who are passionate about learning and practicing English consistently while also enhancing their personal and professional potential. ESCO emphasizes not only academic growth but also social, intellectual, and creative development through six main divisions:

1. Study Club : This division provides opportunities for members to deepen their academic English skills, including grammar, writing, reading comprehension, and preparation for standardized tests such as TOEFL and IELTS.
2. Debate : Focused on cultivating critical thinking and argumentative skills, this division offers English debate training in both competitive and educational settings.
3. Art & Culture : This division integrates arts and cultural expression into English learning through activities such as drama, music, dance, and cultural exchange programs that broaden members' global perspectives.
4. Public Speaking : Offers both formal and informal training to improve members' confidence and competence in public speaking across various contexts, from academic presentations to casual talks.
5. Design : Responsible for the organization's visual identity and media presence, this division supports members in developing skills in graphic design, social media content creation, and promotional branding.
6. Sport : Promotes physical well-being and teamwork through various sports activities, encouraging a healthy, balanced lifestyle alongside intellectual engagement.

The researcher would like to learn more about the Study Club division since it is closely related to the development of academic proficiency in English, including in writing

(writing). This division provides systematic instruction for students to improve their understanding of grammar, writing structure, and academic text types that are typically used in international contexts, such as essays, laporans, and scholarly articles.

Generally speaking, writing skills are one of the main focus areas of Study Club activities, whether it is through regular practice, workshops, or test simulations like TOEFL and IELTS that highlight writing as one of the most important components. Because of this, the discussion of this division will provide more relevant and detailed examples regarding the purpose of the research, namely to examine how the activities in this division contribute to the improvement of the participants' ability to write in English.

Accordingly, the Study Club division as the primary research goal is a logical and strategic approach to directing research attention on the development of writing skills.

L. Principles of Writing Community

The following are some adoptable concepts of the Freeman & Anderson learning community for writing: a) Teachers and students create a learning environment because the teaching and learning process will be more successful when they feel safe. b). To help the students learn, the teacher stands in front of, beside, and behind them to prompt them to write what they need to. c). Teachers need to let pupils know

what they need to do to become good writers while still respecting their confidence levels. Sharing writing experiences and encouraging others are crucial. d). To foster a sense of community and learn more about one another, all members of the writing community can share their educational experiences. e). Teachers need to be aware of each student's individuality and listen well to their thoughts. f). In order to learn, each student must focus on a single task at a time and is given a quiet time for thought. Its goal is for every student to share their writing experiences. g). Since every learner has an innate sense of where they need to grow, they can choose what they wish to do. Because of their position, teachers can practice writing what has to be written. h). In order to feel a sense of connection to their community, students work there. They can both learn from the instructor and from one another. i). The instructor constructively corrects the pupils' writing errors. j). In order to use them as lessons for improving their writing, students read their work aloud to their peers and have group discussions about it. k). Learners consider their experiences in addition to the language. As a result, people can learn about the language, about their own education, and about how to learn from each other in a group setting. By taking these actions, the learning community enhances the students' writing experiences. The aforementioned guidelines provide helpful ideas from writing learning communities. Learning

communities aid students in gaining real-world experience. An essential part of a school-based learning community is the learning community.

M. Previous Studies

According to This chapter reviews some relevant literature in order to shed light on the current investigation. Three related studies conducted by earlier researchers have been discovered by the researcher. The first study, titled The Importance of Promoting Writing Experiences Through Learning Communities To Trigger Students in Writing, was conducted by Moh. Yamin in 2018. He employed a review research with a descriptive analytic approach as his methodology. He concluded from this study that students' anxiety levels are lowered by the learning community. This is helpful for students with varying writing talents to support one another, particularly for high-ability students to support and encourage lower-ability kids.

George D. Kuh and Chun-Mei Zhao were the second researcher in 2004. Learning Communities and Student Engagement is the title of the study. Participating in learning communities is consistently and favorably associated with student academic performance, engagement in educationally beneficial activities (like academic integration, active and collaborative learning, and interaction with faculty members), benefits related to college attendance, and general satisfaction

with the college experience, according to the findings of this quantitative correlational study. Although earlier research has emphasized the general advantages of learning and writing communities in terms of lowering writing anxiety, encouraging academic engagement, and assisting with identity development, no study has particularly examined how students view writing communities in relation to enhancing their English writing abilities, especially in the ESCO Program at UINFAS Bengkulu. By concentrating on students' impressions of how writing communities support their English writing growth in a local school setting, this study presents a novel viewpoint. By offering context-specific insights that can guide more focused instructional techniques, the findings seek to close the current gap.

The final researchers are Sioux and Wilmot from 2018. *Writing Groups As Transformative Spaces* is the title of the study, which employed a descriptive qualitative design. As a result of their study, they discovered how crucial the writing community is to writing instruction. It is made very evident that students are assisted in changing their identities as scholars in addition to feeling empowered to improve their writing techniques. Thus, it is possible to argue that writing groups offer secure environments where academic practices can be openly discussed and questioned. We are aware of the similarities and contrasts between their research and this study

based on the aforementioned research. This study and the research mentioned above are comparable in that they both look at the leaning community. then differ as well. According to the first study, students can share their knowledge and encourage one another to learn to write in a writing community, which also helps students feel less anxious. Students benefit from the second research learning community since it allows them to share knowledge, have new experiences, and learn from one another. According to the most recent studies, the writing community is a good and secure setting for students to practice and advance their writing abilities. In this research the researcher focus on students' perception of the writing community in terms of improving their writing skills in ESCO Program of UINFAS Bengkulu.

