

## **Chapter Two**

### **Literature Review**

This chapter consists of relevant theories to support the research. The discussion in this chapter focusses on the review of literature that is related to the theory about writing English short stories. This chapter also discusses the benefits and challenges of writing English short stories for students. The end of this chapter also provides related studies previously conducted by other researchers.

#### **Perception**

Perception is usually an experience of the people that interprets something to become an opinion. Sometimes perception from the opinion of the people about what they look and feel. People can share the opinion and give the information to the other people .Wang (2007) perception is a set of internal sensational cognitive of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind. Kotler (2014) describes the process of how one's perception to select, organize and interpret information inputs to create an overall picture that is meaningful. Perception may be energized by both the present and past experience, the individual attitude at a particular moment, the physical state of the sense organ, the human interest, the level of interest, and the interpretation of the perception (Adediwura & Tayo, 2007). However, perception is critical because it influences the information in working memory.

#### **Writing**

In terms of English, there are four skills of language learning that students should learn. Ayub (2013) said that from the four language skills, writing skill is the most difficult and challenging to understand for students. In writing, students need to put their ideas and thoughts about arranging sentences into well-structured paragraphs. Furthermore, writing is an instrument for students to deliver their thoughts, experiences, feelings, about what they have read and seen (Ontario Ministry of Education, 2005:12). This opinion is also supported by Arici and Kaldrim (2015), who stated that writing is a skill to express the writers' feelings. Students should put out their mind and it is not easy for ideas to come to mind.

On the other hand, Maulani, Raja, and Yufrizal, 2017 (as cited in Peha 2010: 58) stated that writing is a form of communication that has content with the purpose to inform an audience. It means

that writing should contain a message, especially in writing English short stories. Writing is the process of conveying ideas into sentences that become a story. The success in writing can be seen in how the readers could easily understand what the writer means.

**Types of Writing.** There are four types of writing. They are descriptive, exposition, argumentation, and narrative. The students in a piece of writing use one of these modes. However, typically students are use in combination, with one or two types of writing to achieve their goal. According to Melly (2006:1) writing divided into four types:

*Descriptive.* Descriptive explain about what something looks like, feels, testes, sounds or smells without action or events. Melly (2006) said descriptive

writing that serves to show and describe to help readers to see the person, place, or thing about the topic. Meanwhile, Boardman (2008:4) defined that the purpose of descriptive is to paint a picture in the readers mind. Thus, descriptive writing connects in word and students feeling. In descriptive writing, students focus in one immediate subjective perceptions. Tompkins (1994:108) stated descriptive is painting pictures with words. Students use descriptive to paint word pictures and to make writing more concrete by adding some information, sensory images, comparisons, and dialogue.

*Expository.* Expository writing is to expose or explain things about a subject. It is also called information writing because it gives information about person, place, thing, relationship, or ideas. Melly (2006) argued that expository writing it is where the author intends to inform, explain, and define the subject to readers. To accomplish the information, students develop by using the reason, fact, and statistical information or example. Morin (2016) said expository writing is factual that includes of definitions, instructions, directions, and other comparison and clarification. When students use expository writing, they should write the specific information for readers.

*Argumentation.* Argumentation or often called persuasive writing because the aim of this writing to persuade and convince the readers of writers' point of view in particular issue. It can be thought of as a debate in writing. Morin (2016) stated that the idea of argumentation writing is to express opinion or to take the sentences about something and give the support that opinion in a way that convinces the readers to see it the same way. Argumentation writing contains

an explanation of the other point of view and use facts to support the writers position. Fisher (2003) said argumenative writing expalin about the opinion of the writer or issue that the writer write (as cited Callela, 2001). Argumantative o persuasive text is sujective because the content is purely from author point of view or opinion about the topic.

*Narrative.* Narrative text tells the story by representating a sequence of events. Narrtive text is also an essential part of conversation and it may dominate tell the tales. Melly (2006) said narrative writing tells the story or describes an action in the past time, also the purpose of narrative to amuse and deal with various experience in different ways. Fisher (2003) defined narrative is fun to read because the readers can replace the author with themselves and it will seem if the story is happening to the readers (as cited Callela, 2001). On the other hand, Morin (2016) stated that narrative is descriptopn of serries event, either real or imaginary. In narrative, writers should explore imgination and idea to explore the plot in the story.

According to Fezz and Joyce (2000) narrative writing devides into two kinds, they are non-fiction and fiction. Non-fiction is a kind of narrative writing that tells the trues story. It is often used to recount a person;s life story and important historical event. Fiction is a kind of narrative writing that tells the untrue story. The story made up by the writer such as comic, short story, and novel. It is because the writers use imagination and ideas to make the story.

**The Benefits of Writing.** Some experts note that in writing, students get benefits when they are writing. Writing has several benefits for students. There

are three benefits such as can develop creative thinking, improve vocabulary, grammar, & spelling, and writing can be a tool of expression.

Firstly, writing can help to develop creative thinking for students. Tuan (2010) said that creative thinking can help students to brainstorm the ideas before they write. Writing helps students to think creativity because when students write they would need to exercise their creativity. It makes it easier for students to explain more about their ideas and continue the story. If they have creative thinking, they can express their opinions through writing English short story.

Writing is sometimes difficult for students who are not used to it. But, writing can train students ability to think creatively. Wang (2012) argued that creativity can be develop writing such as thinking, remembering, reasoning, feeling curious, exploring, and freedom of expression. Students even have imaginations that actually deserve to be written into writing. If students practice writing, students will automatically practice to imagine and think creatively.

Secondly, students can attain benefits from writing as it can improve their vocabulary, grammar, and spelling. By writing, students will get used to creating variations in vocabulary, correct spelling and grammar to convey their ideas. In writing, students will find some vocabulary that have not been students use before. Al-Shourafa (2012) argued that writing can enhance students skill in grammar, spelling and vocabulary, language acquisition with words, sentences, and other elements of writing to communicate their idea effectively. Students can create a note the new vocabularies, they can remember the vocabulary. Writing also gives benefits for students to practice their writing skills. The students'

capabilities also increase through using effective language when practicing writing skills.

Thirdly, writing can be a tool of expression and communication. Students can connect their thoughts and feeling. Maulani, Raja, and Yufrizal, 2017 (as cited in Peha 2010: 58) stated that writing is a form of communication that has a content with the purpose to inform an audience. Writing is an activity of delivering communication that uses writing as a tool or media. In writing, students may put forth many ideas that they can not inform and tell in verbally. Students can write about their experience, opinion, or write the story of fiction. In this era, students can share the stories on their blogs, website or Wattpad. When the story became of interest to many people it will make students feel satisfied with their work.

**The difficulties of writing.** Students often find difficulty when they are writing English short stories. Cole and Feng, 2015 (as cited in Bialystok and Briyan, 1985) said that one of the most effective ways to understand the language is by writing. Not all students have the same knowledge to process the language and understand the language.

Firstly, students vocabulary is limited. Students need more vocabulary to explore more the topic. The selection of vocabulary is important in the writing process. Olinghouse and Wilson (2013) defined in each of these processes, students plan and write the right words to convey what they write. Students may check their writing to ensure that the words effectively communicate the ideas that the students intend. Vocabulary mastery is the most basic thing that must be

mastered to students in writing. By having many vocabularies they will find it easier to explain the details of the story. Huy (2015) said students should avoid some writing problems such as grammatical errors, punctuation errors, and lack of vocabulary. If students experience a lack of vocabulary, the sentences they make will be more difficult to understand.

Secondly, students find difficulties in grammar. Albawi and Younes (2015) argued that grammar is one of the main students' weaknesses in writing. Students experience mistakes such as tenses, an article in grammar ruler, and punctuation. In addition, students confused about how to compile the correct words in grammar. In additional, Huy (2015) said students should avoid some writing problems such as grammatical errors, punctuation errors, and lack of vocabulary. The structure is the basic foundation to master grammar. By understanding the structure, students will be able to master grammar which would consequently improve their writing. Grammar is useful when managing the sentences for easier understanding.

Thirdly, students often experience low motivation to write short stories. They will go through issues in writing if they have low motivation. Motivation can give effect to students in writing. Students with low motivation cannot attain the benefits of writing English short stories. This can affect students and make it difficult for them to put their idea into writing. Tuan (2012) revealed that motivation can affect students' interest in writing. The topic can developed rapidly when students' when students have an interest in writing. According to Alfaki (2015), students' desire to find research topics with their own topics is

easier than unwanted topics. The quality of writing will be better if students are allowed to make their own writing about the topics that they want to write. Also, the quality of writing will be better if students have motivation.

Fourthly, there are cohesion and coherence problems. Students writing lacks a sense of unity. Alfaki (2015) showed that students have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately. He also said the importance of cohesion and coherence in judging writing quality. Students care less about cohesion and unity. Struthers, Lappadat, and MacMillan (2013) defined cohesion in writing is achieved that the use of linguistic devices that tie ideas together across a text and is an important element in the development of coherent writing. Cohesion is important to grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. Students also find it difficult to hold key topics and supporting ideas to explore. Unrelated set of sentences and a set of sentences forming a unified who

### **Short Story**

**Definition of short story.** A short story is a story of fiction that is usually written in prose, often in narrative text. The types of short story include narrative texts and writers' experiences or weekly journals. In additional, Sumardjo (2007) said that short story relate to valuable experiences. Short story are relatively short in length, thus easy to practice on writing skills. Short story is the most recent form of story of all forms of literature. Pathan and Al Dersi (2013) indicated that writing an English short story will make students enjoy practicing writing skills. Students who have a hobby to write English short stories usually have a good skill



to manage sentence structures and to find an idea about the themes of the stories they want to write.

Short story can be one of the strategies for students to practice their knowledge about writing. Christian University of Indonesia (2011) stated that short stories are not complicated for students to practice on their own. Students can practice at home to explore ideas. In short story there are various choices for students with different interests and tastes. For example, if they are interested in horror genres, they can devote their ideas and imagination by writing short stories in that genre. Zahra and Farah (2015) said that in using short stories, students are exposed to opportunities that enable them to express their thoughts and feelings, thus developing their personal reflection.

**Benefits of writing English short stories.** Short stories have several benefits for students, especially in writing. The researcher found three benefits from writing short stories:

Firstly, writing English short story can be used as a work. If students are diligent in writing short stories, they can create creative works. Lukman (2017) defined short stories that students make can be published, in addition students can get financial and can appreciate the prose or express students experience. Rinjani (2014) said if short stories that students make interesting and creative, students get popularity when the writing can be read by many people. Students get satisfaction and feel valued by others. Besides, students get the confidence to publish their writing.

Secondly, writing English short stories can improve students' imagination and creativity. When writing, students need the imagination to find ideas. Students can create the characters according to desired characteristics (Mayangsari., et al., 2012). Students are those who determine the fate and lives the characters. In addition, in the last part of the story, students can insert moral messages for the readers. Wang (2012) argued that creativity can develop writing such as thinking, remembering, reasoning, feeling curious, exploring, and freedom of expression.

Thirdly, writing English short stories can be an alternative to improve writing skills. Students can practice their writing skills. Martin and Hasanuddin (2013) argued that writing English stories can provide motivation for students to improve their writing skills. Additionally, Adam (2015) agreed that short story can be a tool for students to improve writing skill. Short stories can give motivation and stimulation for students to increase their writing skill.

**Students' difficulties in writing English short story** . The difficulty often faced by students usually relates to the idea of what the story would be about. A short story is story that does not require lengthy writing. Therefore, short stories only need simple and not too complicated ideas. Sometimes, students face the problem when attempting to continue to other paragraphs because they cannot find other ideas. Furthermore, short stories should be unique and interesting starting from the first paragraph. Dewi, Marta, and Wendra (2016) defined difficulty in developing stories because students want to make short stories that are able to attract the attention of readers so that they must be careful in developing the story. They also stated difficulty in determining story conflicts and arranging the course of the story. Readers should be able to get involved with the plot and the characters in the first few paragraphs.

Secondly, in writing short stories, students should be able to finish the story completed with the setting, conflict, and conflict resolution in a limited length of writing. Dewi, Martha, and Wendra, (2016) said that the sequences that students need to be done in writing short stories include: determining about the themes and titles, collecting materials, selecting materials, and making a frame of the story. Students have difficulty to make a frame of the story (as cited Herdiansyah, 2010, p.17). The elements should make the story more interesting and reasonable. Students struggle when they make problems in the story and tend to complicate the problem. In addition, the limited number of words allows students to be able to choose the most efficient, effective, and effective words and sentences.

Thirdly, students often find difficulties in grammar. Students often make several mistakes such as tense and punctuation. Cole, and Feng (2015) stated that anxiety and frustration in writing may be caused by unnecessary focus on errors in spelling and grammar, instead of the content and sentence structure (as cited in Elias, Akmaliah, & Mahyuddin, 2005, p.5). There are four basic tenses in writing, specifically on writing short stories. The four tenses are simple present, simple present continuous, and simple past. Four of these tenses should be understood by students. This is because the story will describe something that happened in the past and in the future. Huy (2015) said students should avoid some writing problems such as grammatical errors, punctuation errors, and lack of vocabulary. Grammar is useful to manage the sentences for easier understanding in writing English short story. Therefore, grammar was one of the difficulties in writing English short story.

**Elements of a short story.** Students should pay attention to the elements of a short story. Those elements are especially formed when students write narrative texts or fables. Ibnian (2010) indicated that there are certain elements that should exist in the short story, those are: setting, characters, the conflict (problem), the plot, and the solution.

*Setting.* The setting consists of the time and place of the story. Usually, the time in story explains the occurrence of the story in the morning, afternoon, and evening, as well as the description of the location in which the stories take place. However, the description should portray the place of the story, such as the buildings and the houses. In the setting students should think about the

atmosphere. The atmosphere of the story include happy, sad, and strained atmospheres.

*Characters.* Characters talk about persons or animals who take part in the story. In the character, the writer can create individuals who are appropriate for the story. The character given can be described from the speech, though, and views on the problem.

*Conflict (the problem).* In a story, there is normally a struggle between two characters or things. The main character is usually on one side of the central conflict. The main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself such as feelings and emotions.

*Plot.* In the plot, the writer manages the sequence of the story. The plot should be arranged chronologically. In stories, the plot will start from the beginning to the end of the story. The sequence the story depends on the writers.

*Solution.* The solution relates to the outcome of attempts to resolve the problems and conflicts in the story. Sometimes at the end of the story, the writer presents a solution for the problem in the story. Not only solution, in a story there is often a moral view for the readers to learn from.

### **Review of Related Study**

There are some previous research related to this research. However, the researcher only took two related studies. The first research is from Zahra and Farrah (2015), entitled "Using Short Story in The EFL Classroom". The second is "Develop EFL Learners

Narrative Writing Through Using Short Stories – The Case of Al-Baha University Students" which was conducted by Adam (2015).

The first research is from Zahra and Farrah (2015), entitled "Using Short Story in The EFL Classroom". The aim of the study was to give exam to students' attitude towards writing short stories and the implementation of writing short stories to enhance language skills, develop students' personal reflection and cultural tolerance. The study examined about 2nd-4th-year students of English major students enrolled in the fall semester of the academic year 2014-2015 at Hebron University, Palestine.

Qualitative methodology were used to collect data and gather information. The results of this study found that students who practice writing short stories in the EFL classroom can enhance their language skills, personal development, reflection, cultural understanding, and tolerance. Using short stories can extend and increase students' critical thinking, creativity, imagination, cultural awareness, language , and acquisition.

In addition, there was related study entitled "Develop EFL Learners Narrative Writing Through Using Short Stories – The Case of Al-Baha University Students" which was conducted by Adam (2015). The aim of the research was to assist Saudi University students to build and advance their skills in writing narrative and short stories. The participants were 60 students which consisted of 30 students in the experimental group and 30 students in the control group. This research used pre-test and post-test. Quantitative research was used to collect the data.

The results showed that the mean score of posttest was higher than pretest. There is slight differences between the result of the post-test (18.00) and pre-test (16.00). The result of the study showed that teaching short stories develop students narrative writing and short stories are good tools that can be used the way to improve students writing skill.

The two previous research have similar aims with this study. Zahra and Farrah (2015) revealed writing short stories can improve personal development and reflection, and increase students' creativity. It was supported by Adam (2015) who assured that using short stories in the classroom advances students' narrative writing skills. The two studies describe the benefits of writing short stories, although those studies did not explain about the difficulties of writing stories.

Meanwhile, for the differences between both of the researches, the research used qualitative method to collected the data of the research in the first research while the second related research used quantitative method and used 134 students as research respondents. The differences of previous studies and this research is on the places, year and the participants. Therefore, this research is feasible to conduct the data.