

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents the theoretical foundation underlying the research on the use of story-based learning to enhance narrative writing skills. The discussion includes various concepts, theories, and previous studies relevant to the research topic. This review aims to provide a comprehensive understanding of the key elements that support the effectiveness of story-based learning in the context of teaching writing.

#### **2.1 Story Based Learning**

Story Based Learning (SBL) is an instructional approach that uses stories as a tool to deliver information or teaching material. According to Renkl (2014) Story Based Learning is a teaching method that leverages narratives or stories to help students connect complex concepts with real-life experiences or situations, making the material easier to understand and remember. Renkl emphasizes that stories provide an engaging and relevant context, which can enhance students' emotional involvement in the learning process. On the other hand, Anderson and (L. W. Anderson & Krathwohl (2001) argue that Story Based Learning is a way to activate students' background knowledge, allowing them to relate what they already know to new information learned through stories. According to Anderson and Krathwohl, this approach also encourages students to think critically and develop problem- solving skills in a broader context. Both experts agree that Story Based Learning is effective in improving students.

understanding and engagement, but Renkl places more emphasis on students' emotional involvement, while Anderson and Krathwohl focus on activating prior knowledge and developing critical thinking skills.

## **2.2 Writing Skills**

Writing skills are essential in education and communication. According to Byrne (1988). Writing skills involve mastery of written language as well as the ability to plan, organize, and present ideas clearly and coherently. Byrne emphasizes that writing is not just about producing grammatically correct texts, but also about the ability to logically structure ideas. Meanwhile, Raimes (1983) argues that writing skills involve two main aspects: technical proficiency in language use and the ability to develop creative ideas. Raimes believes that writing is a combination of technical skills and creativity, requiring continuous practice to achieve mastery. Both experts share similar views on the importance of technical skills in writing, but Raimes places more emphasis on the creative aspect of the writing process.

### **2.2.1 Definition of writing**

Writing is a crucial skill in communication and learning. According to Heaton (1975) writing is the ability to express ideas and information clearly and effectively through writing. In his view, writing involves not only technical aspects such as grammar and spelling but also understanding and ability to organize ideas in a structured way. Meanwhile, Nunan (1989) defines writing as a communication process that involves critical thinking and the construction of well-formed sentences to convey a message to the reader, and then Nunan, there are five stages of writing: pre-writing, while-writing, drafting, editing, and publishing. Nunan

emphasizes that writing is an activity that requires planning and organizing ideas before they are put into written form. Both views highlight the importance of expressing oneself effectively in writing, but with slightly different approaches regarding the process and purpose of writing.

### **2.2.2 Type of writing text**

Writing text is the result of the writing process, which includes various types and purposes of communication. According to Hyland (2003) writing text can be differentiated based on its purpose, such as academic and non-academic writing. In an academic context, writing text focuses on presenting arguments or in-depth analysis, while in a non-academic context, writing is more oriented towards practical or informational communication. Hyland also emphasizes the importance of cohesion and coherence in writing text so that the conveyed message can be clearly understood. On the other hand, Graham & Perin (2007) argue that writing text is the result of writing skills involving planning, organizing, and revising the text. They state that a good text must have a clear structure and the ability to logically connect ideas. Both views highlight important aspects of writing text, with Hyland placing more emphasis on the communicative purpose, while Graham and Perin focus more on the process and structure of the text.

The types of writing can be categorized based on their purpose and format. According to Harmer (2004) there are several common types of writing, including narrative, expository, and descriptive writing. Narrative writing aims to tell a story, while expository writing focuses on delivering detailed information or explanations. Descriptive writing, on the other hand, seeks to depict something in detail to provide a clear image to the reader. Meanwhile, Brown (2001) mentions

that types of writing can also be distinguished based on their social context, such as academic, professional, and creative writing. Academic writing focuses on presenting arguments or research, professional writing deals with formal communication in the workplace, and creative writing includes works related to personal expression, such as poetry or fiction. Both experts provide insights into various types of writing, but with different emphases: Harmer focuses more on the communicative purpose, while Brown highlights the social context in writing.

### **2.2.3 Narrative Text**

Narrative text is a type of text that aims to tell a story or experience. According to Nunan (1999) narrative text is a text that recounts events or incidents in a specific chronological order with the purpose of entertaining or providing moral lessons to the reader. Nunan emphasizes that narrative text typically has a structure that includes orientation, complication, and resolution. Meanwhile, Anderson & Krauss (1986) argue that narrative text not only focuses on the sequence of events but also on how the author presents characters and conflicts within the story. They add that narrative texts often involve strong emotional elements to capture the reader's attention and bring the story to life. Both experts agree that the purpose of a narrative text is to tell a story, but Nunan focuses more on the structure of the text, while Anderson and Krauss place greater emphasis on characterization and conflict in the story.

### **2.3 Story Based Learning for Narrative Writing**

Story-Based Learning (SBL) is an instructional approach that utilizes stories as a central element to engage learners and support language development. In the context of narrative writing, SBL provides meaningful input and models that help

Students understand narrative structure, expand vocabulary, and improve writing fluency. According to Haven (2007), stories are powerful tools for learning because they engage both cognitive and emotional domains, making the content more memorable and relatable. Similarly, Ellis and Brewster (2002) emphasize that stories can develop students' imagination and provide a natural context for language learning. By integrating SBL in the writing classroom, students are exposed to authentic narrative elements—such as orientation, complication, and resolution—which serve as scaffolding for their own story creation. Furthermore, Anderson (2010) points out that writing narrative texts requires an understanding of text structure, which can be effectively internalized through repeated exposure to well-crafted stories. Therefore, Story-Based Learning not only stimulates creativity but also enhances students' ability to organize ideas, use appropriate language features, and produce coherent narrative texts.

## **2.4 Response**

Response is a reaction to a stimulus or treatment, especially in the context of learning. In the context of learning, cognitive responses reflect how students understand, interpret, and process the material presented by the educator. According to Anderson (2010), cognitive responses are part of the cognitive domain in the learning taxonomy which includes thinking skills ranging from the simplest (remembering) to the most complex (assessing and creating). Furthermore, Mayer (2002) put forward a theory of multimedia cognitive learning which explains that when students are involved in learning experiences that combine text, images and stories, there is integration between verbal and visual channels which can strengthen understanding. Thus, cognitive responses become important

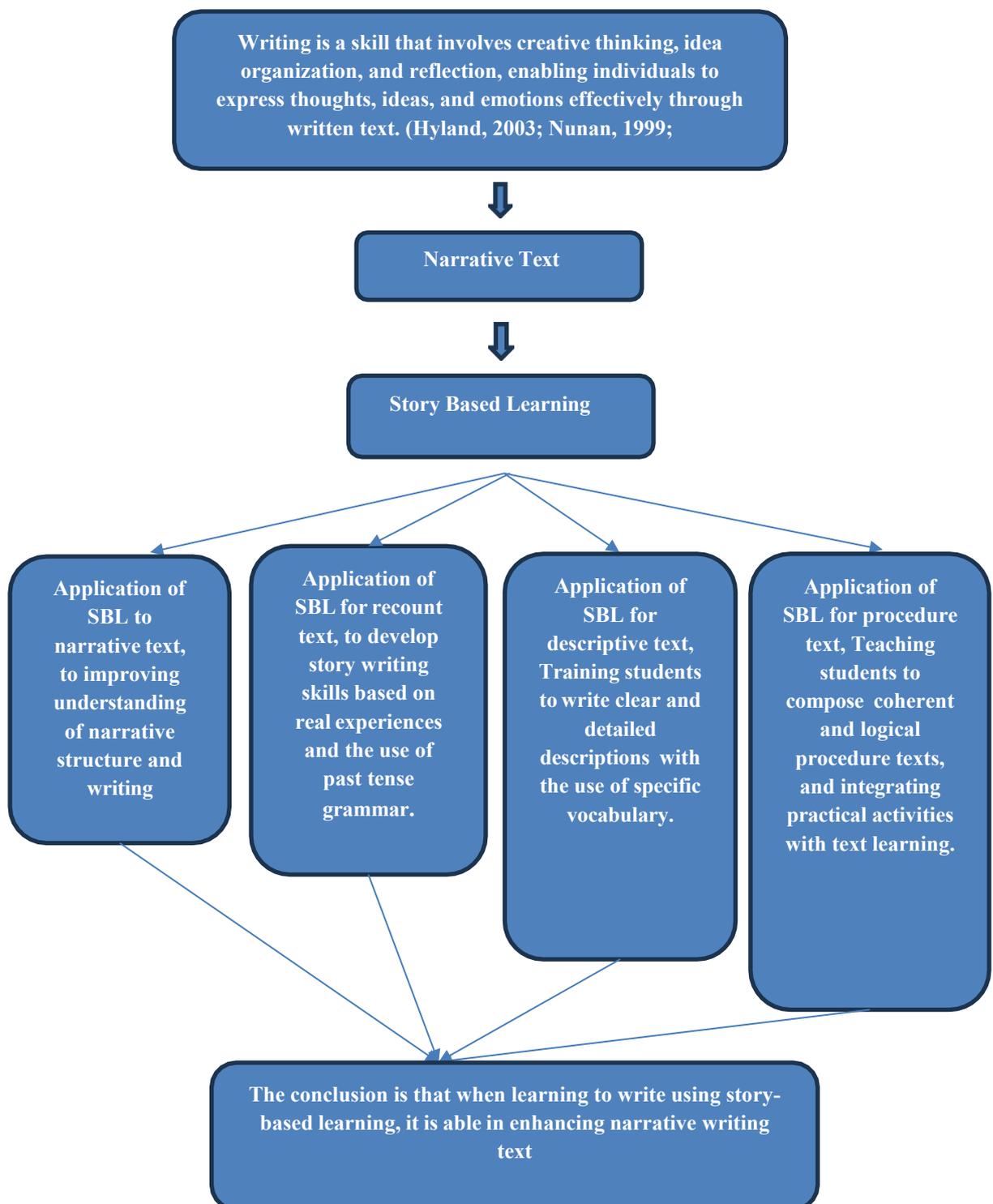
component in assessing the effectiveness of a learning approach, including SBL, because they show how students think, understand, and apply knowledge in academic tasks such as writing narrative texts in English.

## 2.5 Relevant Studies

**Table 2.1** Relevant Studies

No	Writer's Research Title	Previous Research Title	Researcher Name	Similarities	Differences
1	A Case Study on Story Based Learning in Enhancing Narrative Writing Text at SMPN 1 Wonotirto	Writing a narrative text in Writing for Information and Enjoyment Class utilising Project Based Learning	Yeni Rahmawaty, Khusnul Khatimah, Dzul Rachman	Focus on Narrative Text Writing	The research methodology used is different, in the previous research using PBL and in my research using SBL.
2	A Case Study on Story Based Learning in Enhancing Narrative Writing Text at SMPN 1 Wonotirto	Improving Students' Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang	Refika Andriani <sup>1</sup> and Devi Wahyuni <sup>2</sup>	Using Story Based Learning Method	The context of the previous research is in vocational school and my research is in junior high school
3	A Case Study on Story Based Learning in Enhancing Narrative Writing Text at SMPN 1 Wonotirto	Optimizing Story-Based Learning: An Investigation of Student Narrative Profiles	Seung Y. Lee	The focus on Story-Based Learning	The learning objectives of previous research were more focused on exploring students' narrative profiles, while my research was on perfecting narrative writing texts.

## 2.6 Conceptual Framework



**Figure 2.1** Conceptual Framework

