

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses a theoretical review, previous study review, and conceptual framework of the research.

#### A. Theoretical Review

##### 1. Online Learning

Online learning is a learning system that used internet media that makes it easy to access, has connectivity, is flexible, and also can bring up various types of interactions in learning. According to Dabbagh and Ritland ( In Arnesi and Hamid, 2015 ) online learning is an open and distributed learning system using pedagogical devices ( educational aids ), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction. Meanwhile, according to Wahyu 2020, online learning can use digital technology such as google classrooms, video conferencing, live chat, zoom, or via WhatsApp group. With the implementation of this online learning students have flexibility in the process of learning activities, so that they can study anytime and anywhere. Utilizing online media is one of the right solutions to be used as learning media for students to be able to understand the subject matter well. To achieve the learning objectives, it is enough just to make the

message you want to convey visually. The success of a model or learning media depends on the characteristics of the students.

According to Dabbagh and Ritland (2005:15), online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction. Online learning prioritizes interaction and providing information that makes it easier for students to improve the quality of learning. In addition, online-based learning makes it easier for each other to improve real life in the learning process. Therefore, online learning is very useful for educators and students.

Online learning is one of the methods or means of communication that can provide great benefits for the interests of teachers, students, and researchers, so teachers need to understand the characteristics or potential of online learning to utilize it optimally for the benefit of their student's learning. Buselic M., Tavakcu T., et al in (Latip, 2020) emphasized that the essence of implementing online learning is how to choose the right learning method with the help of technology that intends to deliver learning materials to students even though they do not meet with face to face directly as well as conventional learning. Students who study well will quickly understand computers or can develop quickly the necessary computer skills, by accessing the Web. Online learning is not only related to hardware but also includes software in the form of data that is sent and

stored, which can be accessed at any time. Therefore, students can study anywhere at any time.

#### **a. The Advantages and Disadvantages of Online Learning**

There is no perfect learning model. As with e-learning, the advantages and disadvantages of implementing it.

##### 1) The Advantages of Online Learning

From various experiences and also from various information available in the literature, it provides clues about the benefits of using the internet, especially in open and distance education (Elangoan, 1999, Soekartawi, 2002; Mulvihil, 1997; Utarini, 1997)

those are:

- a) The availability of e-moderating facilities lets teachers and students communicate easily via the internet regularly or whenever communication activities are carried out without being limited by distance, place, and time;
- b) Teachers and students can use structured and scheduled learning materials or instructions via the internet so that both can assess each other to what extent the teaching materials are studied;
- c) Students can study or review teaching materials anytime and anywhere if needed, remembering that teaching materials save on the computer;

- d) They can access the internet more easily if students need additional information related to the material;
- e) Teachers and students can conduct online discussions, followed by many participants, thus adding to broader knowledge;
- f) Students can change the role to be more active than usually passive.

## 2) The Disadvantages of Online Learning

However, the use of the internet for learning or e-learning is also inseparable from various shortcomings. According to Bullen, 2001, Beam, 1997) there are disadvantages of online learning.

- a) Teachers and students lack interaction or even students themselves. This lack of interaction can slow down the formation of values in the teaching and learning process;
- b) Students tend to ignore academic or social aspects and vice versa encourage the growth of business / commercial aspects;
- c) The learning and teaching process tends towards training rather than education;
- d) The change in the role of teachers from previously mastering conventional learning techniques is now also required to know learning techniques that use ICT;
- e) Students who do not have high learning motivation tend to fail;

- f) Not all places have internet facilities (maybe this is related to problems with the availability of electricity, telephones or computers);
- g) Lack of personnel who know and have skills about internet questions;
- h) The students and teacher have a weakness of mastery of computer.

#### **b. Benefits of Online Learning**

Current technological advances have a huge impact on all parties, including in the field of education, which in its implementation is how to fully utilize technology as the main medium in online learning. With this technology in the world of education, it is very useful to achieve efficiency in the world of education such as efficiency in learning time, ease in accessing learning materials and resources. According to K. Wulf (1996: 10), there are several benefits of online learning, which are as follows:

- 1) Students and teachers can build very efficient communication and discussion;
- 2) Students can interact and discuss with other students without going through the teacher;
- 3) Teachers have facilities to interact between students and parents;
- 4) Teachers can use it as a means for exams and quizzes;

- 5) Teachers can quickly provide material to students in the form of pictures and videos;
- 6) Students can easily find and download teaching materials;

From the above statement, it can be concluded that online learning is beneficial for teachers and students in the learning process. The teacher only needs to prepare teaching material and share it with students through applications that have been agreed upon by the teacher and students first..

## 2. Writing

Writing is a skill in the language used to communicate and indirectly or not face to face with someone. Olshtain (2001: 207) states that writing is a communication activity that supports support and motivation during learning. Nystrand (1989: 75), argues that writing is a problem by deciphering a text according to what the writer considers the reader to know and expect. This means that writing is an activity of sharing information that can be understood by readers. Writing is an activity that requires special skills to be able to produce quality essays for readers. A person cannot write properly and correctly without mastering the procedures required in writing. Morsey states that writing is used by educated people to record, record, convince, report / inform and influence, with the intentions and goals that can only be achieved properly by people who can have the expertise to compose their thoughts and express them

clearly, this clarity depends on thoughts, organization, use of words, and sentence structure (Tarigan, 1993: 4).

According to Raimes (1983: 95), the purpose of writing is to communicate with readers by expressing ideas without any pressure to communicate face-to-face to create beautiful communication. Building good communication or interaction is not easy, because various kinds of components support one another. So that the purpose of the researcher goals can be read by readers of the writing. Boardman (2002: 11) argues that "writing is a continuous process of thinking and organizing, rethinking, and rearranging". Writing is a powerful tool for organizing an extraordinary plan and making it easy to manage. Writing is a form of thinking using written words.

Based on the above opinion, it can be concluded that writing is a person's ability in ideas or ideas, knowledge, knowledge, and experience that can be understood by writers and other people who understand and understand the language symbols. Writing is a non-spoken language activity

that must be learned so that other people understand what the writer wants.

#### **a. Process of Writing**

To produce good and correct writing, there are various methods. According Johnson (2008), described them into five steps, those are:

### 1) Pre-writing

Pre-writing is the first step in starting writing by writing down ideas on a piece of paper, even though there are still many mistakes. Pre-writing is the essence of the writing process. At this stage, it will require revision and reconstruction many times. So pre-writing is a way to start writing that consists of an idea and how to organize it.

### 2) Drafting

Pre-writing is the first step in starting writing by writing down ideas on a piece of paper, even though there are still many mistakes. Pre-writing is the essence of the writing process. At this stage, it will require revision and reconstruction many times. So pre-writing is a way to get started. The draft stage is the writer's first attempt to outline the idea on paper. Done right, then the draft is a bunch of ideas that are still messy and discontinuous. So most of the writing activities in class only involve these first two steps. Because according to students only drafts that are interesting or valuable should be taken to the next step, writing consisting of an idea and how to organize it.

### 3) Revising

At the revising stage, the writing process will be revised and shaped over and over again. Revising is where you form a blob, add sections, take sections, add sections, and keep printing



and changing. Here you are looking for flow and structure. You reread paragraphs and move things around.

#### 4) Editing

This is the stage where grammar, spelling, and punctuation are more mistakes. Editing is a very important step, especially for those writing in the language. Writers need to read their drafts.

#### 5) Publishing and Sharing

In this last stage, the writing will be read by an audience. At this stage, writing is neglected so that it becomes real and is like living in the moment.

Based on the explanation above, the researcher concludes that there are several stages in the writing process. Based on the above process, writers take a long time to complete an article. There are several processes that the writer must do in writing. Such as prewriting, drafting, revision, and so on. To produce good writing, the writer needs a fairly long process because writing is certainly a process to produce the best.

### b. Teaching Writing

Seow (2002: 319) gives some pointers for teachers in implementing teaching writing, those are teacher modeling, relating process to product, working within institutional constraints, catering to

diverse student's needs, exploiting the use of computers in process writing.

1) Teacher modeling

The teacher should set an example in the writing process at each stage and teach students specific writing strategies through meaningful classroom activities.

2) The relating process to product

The teacher must provide an example in the writing process at each stage and teach special writing strategies to students. The teacher guides students in writing to achieve certain goals. Although students have to make drafts that are different from previous drafts due to revisions, they will begin to understand the expected results at each stage through meaningful classroom activities.

3) Working within institutional constraints

In teaching a skill, the process will be carried out through stages such as planning, composing, responding, revising, or editing in composition learning for two regular periods. Process skills can be repeated to achieve improvement in writing.

4) Catering to diverse students' needs

Teachers must implement flexible programs to meet the needs of different students. The teacher may decide to ask students

to enter into different writing groups as planners, designers, responders, revisers, or editors during writing learning sessions.

5) Exploiting the use of computers in process writing

This means that in teaching writing the responding or editing stage, the teacher can use a computer. By using a computer, students will easily erase the wrong word and just replace it without the need to rewrite the word again in the text.

**c. The Types of Writing**

Brereton (1982) states that there are four types of writing. They are:

1) Narrative

Narrative is telling a story, a series of related incidents, or an action. In narration, the events that make up the story are usually told in the order that they happened. In writing narrative text, it is best to relate events chronologically. The outline of the story must be as follows (1) before the incident, (2) the incident, and (3) after the incident.

E.g of narrative text:

Cinderella

Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her step mother and stepsisters. They were very mean. They hated Cinderella very much. Fortunately, she met a prince. He fell in love with her. Then Cinderella became a princess. They lived happily ever after.

## 2) Description

Descriptive text gives a sense of feeling about feelings, sounds, tastes, and various things. Through the author's imagination visualizes a scene or a person to understand the sensation or emotion of the image. In contemporary English Longman dictionaries, the word descriptive is defined as a description of how a language is used. While the descriptive text refers to text that says what someone or something likes with the aim of describing and expressing a certain person, place, or thing.

e.g of descriptive text:

My dog

I have a dog as my pet. He's really funny, he loves to play with me and discover new things. He has black and white fur, his fur is very soft. He has a short tail. He likes to play with ball. He also always tries to catch the ball I throw. I often take him for walks every morning and evening

## 3) Argumentation

For argument, we must find a tone that used facts where relevant. We insects opinion simply and sensibly. Allow space and time for doubt, and build segment arguments with paragraph steps that readers can follow.

e.g of argumentation:

One of the bad habits of our society is littering. Consciously or not, many people throw away in their daily life. This is due to the lack of awareness and sense of responsibility of each individual in maintaining cleanliness. The above field facts are evidenced by research facts which show that four out of a hundred people in Indonesia litter. The government itself has made regulations regarding the problem of disposing of waste in any place. And there are also sanctions for the perpetrators. While the public

seems indifferent to these regulations. Even to find people who do littering is very easy.

#### 4) Comparison and Contrast

Comparison and Contrast are types of essays that will be developed by emphasizing comparisons and similarities or similarities between people, places, or abstractions. This study only wanted to observe one type of writing, namely descriptive text.

##### Apple and Orange

Apples and oranges are both fruits, which means that they have seeds inside of them. Each has a skin, but orange skins are thick and easy to peel. Apple skins are thinner and do not peel easily. Oranges also contain more acid than apples, but both fruits are delicious.

#### d. The Component of Writing

Jacob et.al. (1981:31) point out five significant components in writing they are:

##### 1) Content

At this stage, the content of the writing must be clear to the reader so that the reader can understand the message conveyed and obtain information from it. To produce good written content, it must be put together and completed properly. This term is commonly referred to as unity and completes which is a characteristic of good writing.

##### 2) Organization

At the writing organizing stage, they will pay attention to the ways through which the writer arranges and organizes ideas in

the order of messages in words. Many of the ways used by writers to compose or structure the writing of this organization, especially known as discipline. There are two parts of the organization in this case, they are below:

a) Clarity

Clarity is a characteristic of a speech or prose composition that communicates effectively with an intended audience. In general, the quality of prose that is written includes carefully defined objectives, logical organization, well-constructed sentences, and the right choice of words.

b) Logical

Logical describes something that makes sense according to logical rules or something rational. Anything logical is a reasonable decision and with care is the right thing to do.

3) Vocabulary

Vocabulary is one aspect of language that is related to the piece of study that is written. In the writing process, the writer always works the words into sentences and then puts the sentences into paragraphs until the day he can write. Effective use of words will always produce good writing, both specialized and technical.

#### 4) Language Use

The use of language in writing is to involves correct language and grammar points. Adequate grammar must be able to produce good and correct grammar. In addition, grammar can help students improve their use of formal language. There are three parts of grammar in this case, they are below:

##### a) Subject/Verb Agreement

The subject is the part of a sentence or clause that usually indicates (a) what, or (b) who or what is performing the action (i.e., the agent). The subject is usually a noun, noun phrase, or pronoun. In simple terms, this means that we must remember to add –s to the verb if the subject is singular and not add –s if the subject is plural.

##### b) Singular/Plural Nouns

Singular is the form of the simplest noun (the form that appears in a dictionary) a category of numbers that denotes a single person, thing, or addition as in contrast to the plural. Plural is a form of a noun that usually denotes more than one person, thing, or example. Contrast with singular form.

##### c) Regular/Irregular Verbs

Regular verbs are verbs that form the past tense and its participatory form by adding –d or - ed (or in some cases –t) to

the base form. (Also known as a weak verb). Irregular verbs are verbs that don't follow the usual rules for the form of the verb. Verbs in English are irregular if they do not have a conventional form (such as asked or ends).

## 5) Mechanic

There are at least three main parts of mechanic in writing, that is:

### a) Capitalization

The use of capital letters in writing can clarify the essence of the author's idea. If sentences are not capitalized properly, the meaning will turn out to be ambiguous and will lead to misunderstandings. Apart from using the correct sentence capitalization, this also helps the reader to distinguish one sentence from another.

### b) Punctuations

These can be used as units of meaning and suggest how they relate to one another.

### c) Spelling

There are three important rules to follow in using proper spelling. They are the addition of suffixes, plural information, and word error handling.

There is a description of each of the above features into the sub-core of the written score above, which is also small in number



and homologous or corresponding. The result researcher used a rubric or composition to assess students' writing. See the table below, which shows the essence of the main features in Jacobs et al. (1981) in Haswell (2007):

**Table 2.1 Composition for Scoring Writing (Jacobs et al. 1981)**

SCORE	LEVEL	CRITERIA
<b>CONTENT</b>	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	<b>FAIR TO POOR:</b> limited knowledge of subject, little substance, inadequate development of ideas
	16-13	<b>VERY POOR:</b> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
<b>ORGANIZATION</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	<b>VERY POOR:</b> does not communicate, no organization, not enough to evaluate
<b>VOCABULARY</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary
	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition

SCORE	LEVEL	CRITERIA
LANGUAGE USE	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>VERY POOR:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

According to Brown (2004: 246) some elements in good writing are content, organization, vocabulary, syntax, and mechanic.

#### 1) Content

Content writing consists of development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

## 2) Organization

In writing the organization consists of the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

## 3) Grammar

Writing should use correct of relative clauses; native-like fluency in English grammar; prepositions, modals, articles, verb forms, and tense sequencing; no fragments, or run-on sentences.

## 4) Mechanic

Writing must use good spelling, punctuations, and use correct of English writing conventions; left and right margins; all needed capitals, paragraph, and indented.

## 5) Style

Writing should engage its reader through original insight and precise.

Based on the statements from the experts above, the researcher used the writing indicator Jacobs et al. 1981. To assess the students' work in narrative text, the researcher referred to the writing assessment rubric above. This is because the composition includes four aspects or indicators (content, vocabulary, language use, and mechanics) of writing and provides a clear scoring rubric to assess every aspect of the writing. In addition, the level for each

category is different because each category has certain points with a certain range. In assessing student writing, the researcher considers each point for each aspect or category of student writing by referring to the criteria column in the assessment rubric above. The final score of the students' writing is the sum of the three aspects of the writing. To answer these questions, the writing test is corrected to get a score whether the students' writing ability is in the Excellent to Very Good, Good to Average, Fair to Poor, or Very Poor categories. In correcting writing tests. Then all these aspects are corrected according to the criteria in measuring the value of students' writing ability.

### 3. Narrative Text

#### a. Definition of Narrative text

Narrative text is a text that is arranged sequentially which contains an entertaining story. Narrative text is arranged as attractive as possible, contains an interesting story. The main purpose of a narrative text is to convey a story that entertains the reader. Narrative is telling a story or fairy tale which is arranged regularly the events in the speech can (Hornsby, 1974: 561). It is the part of the text that tells the story and, thus, listens to or pays attention to the reader or listener. Biarawati Pumamawati (2011: 5) states that narrative text is a description of the sequence of events, usually in chronological order.

According to Anderson (1997: 8), a narrative is a set of texts that tell a story and, thus, entertain or inform readers or listeners. The narrative is to entertain and deal with actual or representative experiences in different ways. Narrative deals with problematic events that lead to crises or turning points, which in turn find solutions. Narrative can be in the form of legends, fables, fairy tales, etc.

Oshima and Hogue (1997: 27), state that narration is a story. When you write a narrative paragraph or essay, you write about an event in the order in which they occur. In other words, you are using the time sequence to organize a sentence. Rebecca (2003) states that narrative text is a text, which deals with a series of logical and chronological events that are related due to or caused by several existing factors. He further states that the key to understanding narrative in understanding the plot, themes, characters, and events, and how they are related to each other.

Based on some of the opinions above, it can be concluded that narrative text is a story event that has been arranged in chronological order with the aim of entertaining readers and listeners. Narrative text is made as interesting as possible to make the reader interested. Narrative stories are stories of events that have occurred. Narrative text in the form of legends, fables, fairy tales, etc.

## b. Generic Structure of Narrative Texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

### 1) Orientation

At the orientation stage, the writer will tell the audience who the characters in the story are, where the story takes place, and when the action takes place. The reader will be introduced to the main character and possibly some minor characters.

### 2) Complication or rising action

At this stage, the story is supported by events, where we usually expect some kind of complication or problem to arise. It wouldn't be so exciting if something unexpected didn't happen. This complication will engage the main characters and often function (temporarily) toward them, as long as they reach their goal.

### 3) Resolution or falling action

This stage is the final stage of the story. Stories can be completed for better or for worse, but are rarely left completely undone (although this is of course possible in certain kinds of narrative that make us wonder "How did it end"?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps to compile a narrative text. Namely: (1) Orientation, which is an opening story that tells about the characters, time setting, and

place setting. (2) Complication, contains events in the story that stimulates the reader to guess what will happen in the story. (3) Sequence of events, in which the characters react to complications. (4) Resolution, where the character finally resolves the problem in complications. (5) Coda, contains comments or moral values that can be learned from the story, but this is an optional step.

Based on the above statement, it can be concluded that the generic structure of the narrative text is: (1) Orientation that introduces the main character and possibly several minor characters. Several indications are generally given of where the action took place and when it occurred. (2) Complication in which the writer tells how the problem arises, sometimes something unexpected happens. (3) Resolution which is an optional event closure. Complications can be resolved for better or for worse, but rarely are not completely resolved. The author can conclude that the resolution is the end of a story.

#### c. Language Feature of Narrative Text

Gerot and Wignell proposed six language features of Narrative Text, they are:

- 1) Focus on the specific and usually individualized participant (E.g.: Po, Aladdin).
- 2) Using relational processes and mental processes (E.g.: Tigris was Unhappy, everything was so weird).

- 3) Using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time).
- 4) Using past tense (E.g.: lived, stayed, and was).
- 5) Using verbal processes (E.g.: said, told, and promise).
- 6) Using material processes (E.g.: The bomb exploded).
- 7) e.g of narrative text:

### Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. **ORIENTATION**

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, What's your name? Snow White said, My name is Snow White.

**COMPLICATION**

Doc, one of the dwarfs said, If you wish, you may live here with us. Snow White said, Oh could Thank you. Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after. **RESOLUTION**

### B. Previous Study Review

Here are some previous studies that the researcher chooses to complement this research. The purpose of reviewing the previous study is to find out the results of the researcher who have been implemented.

Dini Utami Mulyaningsih (2013) An Analysis of Students' Ability in Writing Narrative Texts. This paper reports the results of a study based on the



analysis of students' ability to write narrative texts in terms of linguistic schemes and features. This study uses a qualitative method is used in this study. The data from this study were nine junior high schools with narrative students from low, middle, and high levels of text. The final analysis of the data showed that students of low and medium achievement students had less written knowledge. This can be proven from the schematic structure and linguistic features of the text. The students of that level of achievement still need a lot of written assistance from the teacher. Furthermore, for students who excel, the teacher only needs to remind the students to reread the text several times to avoid minor mistakes. Hence, proper basic techniques and approaches must be applied. The difference between this research and mine is that this thesis focuses on students' ability in writing narrative text in terms of schematic structure and linguistic features. Meanwhile, my research analyzed students' ability in writing narrative text based on indicators of writing.

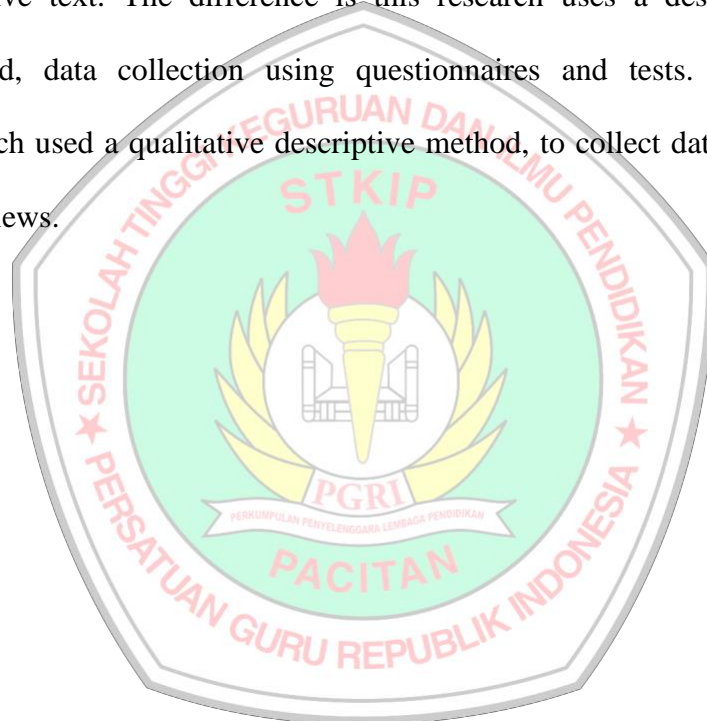
M. Hudri, Nadya Ryanti (2016) Analysis of Student's Ability in Writing Narrative Text. This study aims to determine the students' ability in writing narrative text. This study selected 20 students as the sample. The method used in this research is descriptive. Data collection was carried out through observation and writing tests. It is known that students in writing narrative text are in the fair category. After analyzing the skills in every aspect of writing, it can be said that they are inadequate in the categories because most of them are inadequate in the content. In other words, the results of this study the students still had very limited ideas. The difference is in this study

using descriptive research method, data collection using observation and tests. While my research uses descriptive qualitative, data collection using tests and interviews.

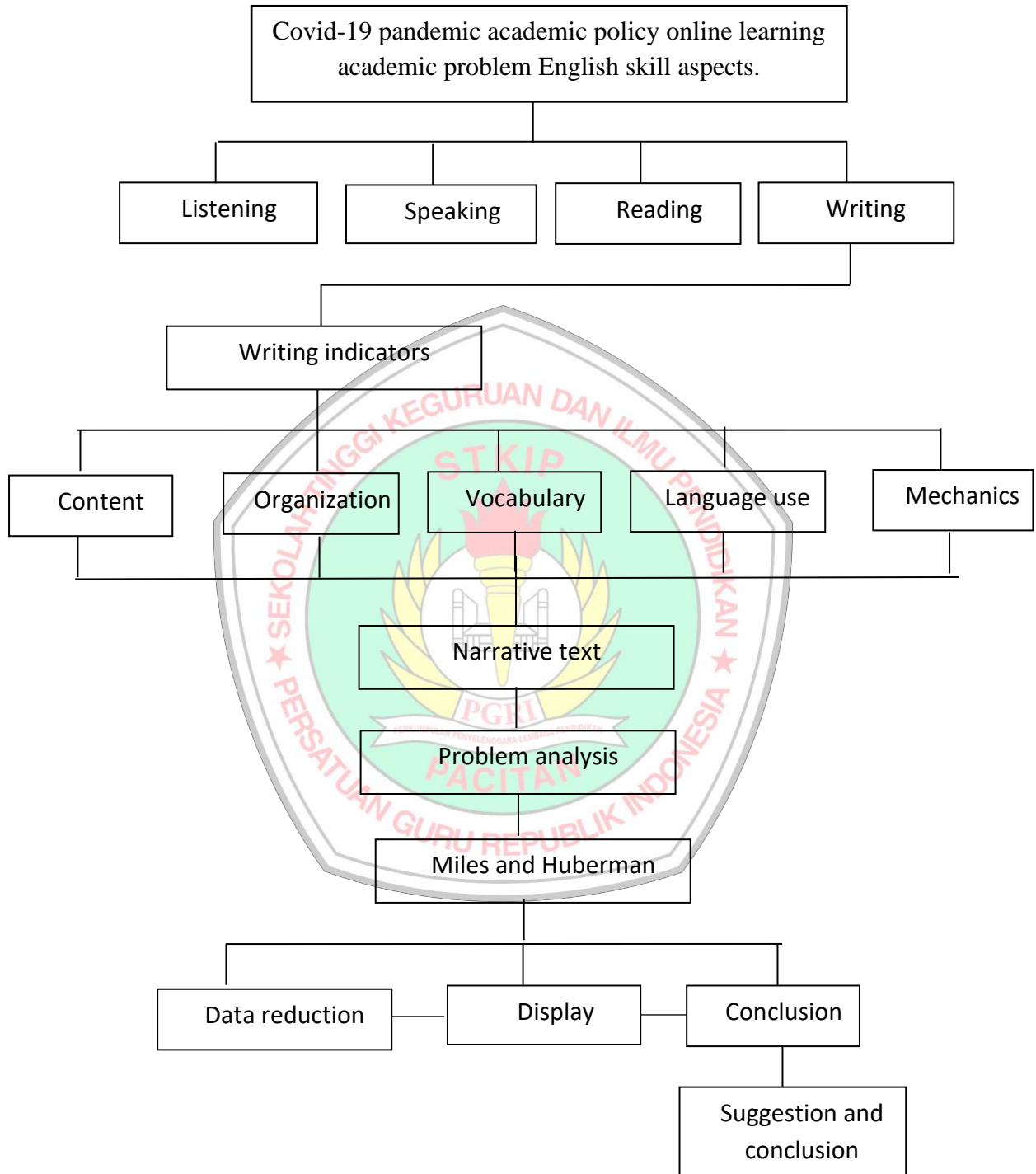
Armi Hartanti (2019) *An Analysis of Students' Ability and Difficulty in Writing Narrative Text at STATE SMAN 1 Kampar Timur*. The study analyzes the students' abilities and difficulties in writing narrative. This research has 2 problem formulations: how are the students' abilities in writing narrative text and what factors make it difficult for students to write narrative text. The purpose of this study was to determine the ability of students in writing narrative text and to find out what factors make it difficult for students to write narrative text. The method used in this research is quantitative descriptive research. The population in this study were students of class XI State Senior High School 1 Kampar Timur for the 2019/2020 school year. The instrument used in this study was a test (for students' abilities and difficulties). Based on the data analysis, the researcher concluded that the students were in a good category, with a percentage of 78.81%. Several factors affect student difficulties such as factors such as word use, vocabulary, and punctuation. The results of this study show that the student's ability in writing narrative text is in a good category. The difference is that this study uses quantitative descriptive while my research uses qualitative descriptive.

Feni Aulia (2019) *An Analysis of Students' Ability and Difficulty in Writing Narrative Text*. The purpose of this study was to determine the ability and difficulty of writing narrative text. Writing tests and questionnaires were

used as instruments for collecting data. The method used in this research is descriptive research. The results of this study using the test included in the good category with an average value (88.73). At the second meeting the researcher explained again about the questionnaire before being given the questionnaire test, the results obtained by the student questionnaire (43.78) featured MA Muallimin Muhammadiyah Makassar students easily writing narrative text. The difference is this research uses a descriptive research method, data collection using questionnaires and tests. Meanwhile, my research used a qualitative descriptive method, to collect data using tests and interviews.



### C. Conceptual Framework



Covid-19 pandemic, initially face-to-face teaching and learning activities had to be shifted to internet-based learning or online learning. Teaching and learning activities are carried out online as well. Learning English has 4 language skills that must be applied to teaching and learning activities. Four language skills that are mandatory in teaching and learning activities are listening, writing, reading, and speaking. In teaching and learning activities students have low writing skills. Students have difficulty in writing indicators. These difficulties are lack of ideas in writing, low vocabulary, limited knowledge. So that the researcher wants to analyze the students' writing skills on narrative text in the online learning process.

