# CHAPTER 2

## REVIEW OF RELATED LITERATURE

### A. Theoretical Background

#### 1. Teaching Writing

Writing is considered as language skill which has to be mastered. Writing becomes important as speaking, reading, and listening since writing is a tool for recording and organizing knowledge into useful and reusable note. To get some purposes of writing, the students should to know how to write any kinds of writing, such as letter, report, advertisement, etc. The students also need to learn some writing conventions (punctuations, paragraph construction, etc.) just as they learn pronunciation in order to speak appropriately. Therefore, that is why writing is taught in language teaching.

##### a. The reasons for teaching writing

According to Harmer, the reason for teaching writing includes reinforcement, language development, learning style, writing as a skill. For more detail, see the explanation below:

1) Reinforcement: written language helps students to acquire language. It helps student to understand the way to fit words together. It becomes main source of learning language since it presents visually.

2) Language development: the developing of language can be influenced by the experience in the process of writing itself.

3) Learning style: writing is suitable for learners who produce language in slower way.

4) Writing as a skill: writing is a basic language skill as speaking, listening, and reading. Those skills are definitely important for language learner.[1]

b. **Teaching writing in Junior High School**

Based on curriculum for education unit level or commonly called *Kurikulum Tingkat Satuan Pendidikan* 2006 for SMP and MTs, the program of teaching learning English as a foreign language focuses on developing students' skill in four languages skills. The students are expected to achieve competencies to communicate in spoken and written form using suitable language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. Meanwhile, the purposes of teaching writing based on KTSP for SMP and MTs are as follows:

1) The seventh grade: students are able to write a) simple functional sentences, b) simple messages and simple announcement and card, c) procedure and descriptive texts.

2) The eighth grade: students are able to a) write among others text in the form of narration, description and recount, b) write personal letters, post card, invitation card, leaflet and announcement.

3) The ninth grade: students are able to a) write texts in the form of narration, procedure, report, b) write short messages, letters, advertisements or announcements.

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[1]Jeremy Harmer, *How to Teach English* ,…..79.

c. **Approaches in Teaching Writing**

There are  variety of approaches to teach writing. Generally, there are two main approaches: product and process. These approaches are discussed in some books about teaching writing. Basically, these approaches focused on what aspect that the teacher will be concerned . The teacher can focus on either the product which is their final writing or the process of writing which has various stages.

1) Product approach

Harmer states, "Product approach is an approach that concentrates on the end of product."[2] Most teachers use this approach in teaching writing. In this approach, the students focus on how their final writing should look like. They have to compose their writing perfectly because the teacher will assess their final writing. Brown suggests that composition are supposed to a) meet certain standards of prescribed English rhetorical style, b) reflect accurate grammar, and c) be organized in conformity with what the audience would consider to be conventional.[3]

2) Process approach

According to Harmer, "process approach is an approach of writing that emphasizes on the various stages that any piece of writing goes through."[4] This approach requires the teacher to accompany students in the process of writing. The teacher should give feedback to

[2]Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2005), 257.
[3]H. Douglas Brown, *Principles of Language Learning and Teaching*, Second Edition (New York: Longman, 2000) 335.
[4]Jeremy Harmer, *The Practice of English Language Teaching*,…..57.

their writing. Brown identifies the characteristics of process approach as follow:

a) This approach of writing concerns in the process of writing itself.

b) One of the aims of this approach is to make students understand in composing writing.

c) The approach helps students in strategy for prewriting, drafting, and rewriting.

d) The approach gives students more time to revise the writing.

e) Revision is theimportant thing in this approach.

f) The approach lets students write down what they want to write.

g) The approach gives students a chance to make their writing better by giving them feedback.

h) There is peer feedback in this approach.

i) There is communication between teacher and student in the process of composition dealing with the writing.[5]

White and Arndt states that process writing has stages which include:

> Drafting, structuring (ordering information, experimenting with arrangements, etc), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across), and generating ideas and evaluation (assessing the draft and/or subsequent drafts).[6]

From the explanation mentioned earlier, writing is important as speaking, reading, and listening in language teaching in order to

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[5]H. Douglas Brown, *Principles of Language Learning and Teaching*,…..335.
[6]Ron White and Valerie Arndt, *Process Writing*, (London: Pearson Education Ltd, 1991), 5.

develop the language. The importance of writing becomes a basic reason to teach writing as a part of Kurikulum *Tingkat Satuan Pendidikan* 2006 for SMP and Mts. One of the aims that is stated in this curriculum is that students of the eighth grade will be able to a) write among others text in the form of narration, description and recount, b) write personal letters, post card, invitation card, leaflet and announcement. Given this statement, this study becomes reasonable to conduct narrative for examining writing problem in the eighth grade junior high school students. Then what approach that researcher used? In this study, the researcher taught the writing using product approach. As the theory above, product approach concentrate on the end of product. This study that use product approach seems to be reasonable for this kind of study since it concerns with students' writing product rather than the process of the writing.

## 2. Grammar Teaching for ESL and EFL Classes

### a. The Issue of Grammar

Grammar might have been controversial issue in language teaching. The issue was whether the existence of grammar as an essential part of language instruction is needed or not.Veit says that, "By studying grammar, the students would learn to makeup of the language and so be able to apply what they learned as a better speaker, writer, and reader".[7]This argument was challenged by other experts. Corder states, "learners had their own built-in syllabus for learning

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[7]Richard Veit, *Discovering English Grammar*,…..252.

grammar."[8] In line with this, Krashen argued that grammar instruction played no role in acquisition, a view based on the conviction that learners (including classroom learners) would automatically proceed along their built-in syllabus as long as they had access to comprehensible input and were sufficiently motivated.[9]

Those statement stated earlier show that grammar is not needed to be a part of language instruction. There is beneficial of teaching grammar. A research by Long about comparing the success of instructed and naturalistic learners showed that, instructed learners achieved higher levels of grammatical competence than naturalistic learner and that instruction was no guarantee that learners would acquire what they had been taught.[10] Thus, grammar may be beneficial if the process of teaching is suitable with the natural processes of acquisition.

**b. The Importance of Grammar in Communication Skill**

Grammar problems mentioned earlier show that grammar is not the important thing as a part of language instruction. However grammar is still a part of language that cannot be separated from the process of learning language itself. Grammar may help either significantly or not. It may help especially for second or foreign language learner in that the language they learn is definitely different from their mother tongue. In addition, there are some roles of grammar in developing language.

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[8]S.P. Corder, *Errror Analysis and Interlanguage: The significance of Learner's errors*, (Oxford: Oxford University Press, 1981), 5-13.

[9]Rod Ellis, *Currents Issue in The Teaching Grammar: An SLA perspective*,.....85.

[10]M.H. Long, *Does Second Language Instruction Make a Difference? A Review of the Research*, TESOL Quarterly, 17, (New Zealand: University of Auckland, 2006), 717-725.

According to Savage and Price, there is a role of grammar for ESL students that underlie the importance of grammar which influences the skills of communication. There are some examples that underlie how important grammar in developing communication skills. As we know there are four skills in communication which are; listening, speaking, reading, and writing. These examples show that efficient communication cannot take place without correct grammar. These are the examples:

1) Listening

The listening skill will be improved if the students understand of underlying grammar. For example, the teacher who says, "Please bring me the books", it will be misinterpreted if the students did not hear the plural –s.

2) Speaking

Misunderstanding of grammar also occurs in a job interview. For example, the question "how long have you been working at your current job?" The applicant answer, "I worked there for two years". In the dialogue, the interview wonders: is the applicant still working there or not? In this situation, the misunderstanding can be avoided if the speakers have knowledge of the present perfect.

3) Reading

Students may get misunderstanding in reading direction. For example, a student reads *slide the bookcase close to the wall*

*after tightening all of the pieces*. The student may do wrong if he or she does not know *after* signal.

4) Writing

In the example of report written by automotive tech student, he writes I check the brakes. The supervisor may be confused: did the student already check the brakes? Or is he going to check the brakes? The ambiguity can be avoided if the student write *checked* on the report.[11]

c. **Grammatical Feature in Narrative**

According to Knapp and Watkins, there are grammatical feature of narrative. These are the features:

1) Narrative uses action verb and temporal cognitive when sequencing people and events in time and space.

1. Action verb; for example,

One day the man and his son *went collecting* fire-wood. They *saw* a golden tree. They *went* slowly over to the tree. When they *got* closer to the tree they *heard* a voice coming from the tree.

2. Temporal cognitive; for example,

We *then* looked at some games and equipments. *After* lunch we walked up to the Sydney Morning Herald and saw how they make papers. *After* that we caught the train back to Marrickville.

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[11]K.Lynn Savage and Donna Price, *Teaching Grammar in Adult ESL Programs*, (New York: Cambridge University Press, 2010), 2-3.

2) Recounts and stories use past tense except direct quotation. For example,

> They *were* poor because their pig *ate* them out of house and home and he *didn't share* with the other animals. His name was Bob. 'You *should go* on a diet' *said* Clarabelle.

3) Narrative uses action verbs (bold), while in reflections/ evaluations, mental verbs (italicized) predominate; for example,

> Bells **were ringing**, sirens **screeching** and people **were running** everywhere.
>
> Maria *didn't know* what to do next. She *thought* about her mother and *wondered* what was in her head.

4) Action verbs are used metaphorically to create effective images. For example:

> It was a terrible argument. Words were *flying* everywhere.

5) Rhythm and repetition are used to create particular effects. For example:

> *Riding*. *Riding*. The boy went *riding* across the wintery moor, far away from the strife of his unhappy home.

6) Narrative uses sentence structure. Often sentences comprising one word or a short phrase are used to create poignant effects. For example:

> *Anger. Silence. As the vengeful brother prowls the streets*.

Rose slowly opened the old wooden door. *Dark*. There was nothing but black.[12]

### d. Theoretical Approaches to Teach English Grammar

There are two main approaches for presenting grammar structure. They are deductive and inductive approach. According Rivers and Temperley, the deductive approach represents a more traditional style of teaching in that grammatical structures or rules are dictated to the students first, a more effective and time saving way under circumstances, namely monolingual classes.[13] Meanwhile, Goner and Phillips state, the inductive approach represents a different style in teaching where the new grammatical structures or rules are presented to the students in a real language context.[14] Look the following concept of deductive and inductive in figure 2.1 below:



Figure 2.1: The Concept of Deductive and Inductive.

These approaches have advantages and disadvantages. In most contexts, inductive approach is recommended. According Brown, there are following reasons why inductive approach is more suitable:

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[12]Peter Knapp and Megan Watskin, *Genre, Text, Grammar*,…..221.

[13]Wilga Rivers and Mary Temperley, *A Practical Guide to The Teaching of English as a Second or Foreign Language*, (Oxford: Oxford University Press, 1978), 110.

[14]Goner and Phillips, *Inductive Approach and Deductive Approach in TESOL*, http://www.teflcertificatecourses.com/tefl-articles/tesol-inductive-deductive-approaches.php accessed on January, 13 2014.

1) Inductive approach involves the natural language acquisition where students learn the grammatical rules subconsciously.

2) Inductive approach is closer to the concept of inter language development that includes learners progress, on variable timetables, trough stages of rules acquisition.

3) Students get a chance to use language communicatively before they learn grammar.

4) It allows students to discover the rules by themselves rather than the teacher explains them.[15]

To conclude the explanation mentioned earlier, some experts claim that there is no significance of grammar in developing language. However, grammar has a role that influences in communication skill for second or foreign language learners. This role shows that grammar is still acceptable to be conducted in language teaching. But then this necessity of grammar should be followed by suitable approach. As explanation above, inductive approach is recommended. This knowledge will guide the researcher in implementing the action. As the material itself, the researcher only focus on one aspect of grammatical feature in narrative which is simple past tense.

3. **The Use of Color Contrast Text**

a. **Review of Color Contrast Text**

According to Innateness hypotheses, Lenneberg in Brown proposed that language is a "species-specific" behavior and that certain modes of perception, categorizing abilities, and other language related mechanism are biologically determined. this innate knowledge, according to Chomsky in

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[15]H. Douglas Brown, *Principles of Language Learning and Teaching*,…..365.

Brown, is embodied in a "little black box" of sorts, a language acquisition device (LAD).[16] Once it is activated, the child is able to discover the rules of the language. By this point of view, the teacher should trigger the LAD. In this case, teacher needs to engage and stimulate the students' ideas. The question is how the teacher could engage and stimulate their ideas.

That fundamental statement above demands teachers to be creative in their teaching. It relates with what media that will be used in the class which can be considered how creative the teacher. This is what the researcher concern in this research that I proposed a media which the researcher call "color contrast text". Just like the explanation in the previous chapter, color contrast text seems helpful in improving the students' understanding of grammatical features in narrative. In this study, the researcher simply defines color contrast text as a writing work that is written in different colors text. The study uses narrative text from some resources, such as text book and internet. Then the text is colored by the researcher based on the concept of color contrast text.

Actually color contrast text is already used for many writing works. A basic reason to use color contrast text is usually to highlight something, to give codes and clues, or just to make the writing more interesting. For example, the title or the highlight of news or article in internet mostly is written in different color. This kind of color contrast text is also can be found in annotated text. Another example that more detail is can be seen in Quran with *tajweed*. We can find some colors in Quran with *tajweed* that have codes. Each code will help to learn *tajweed* in order to read or pronounce the words

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[16]H. Douglas Brown, *Principles of Language Learning and Teaching*,…..24

of Quran. These kinds of codes are applied in sound charts in silent way in order to sign the pronunciation. See the examples at figure 2.2 and figure 3.3.

The sound/color chart is used to engage students in a variety of games to help them work on pronounciation at all levels, from individual sounds to connected speech.[17] It is same to Caleb Gattegno statement that,

> "color can help to convey a phonetic clue to to words like a relief map does to the spatial arrangem,ent of an area, easing the task of the eye functioning panoranically, as a camera. Consequently, color will be used in the designs of letters and words in order to reduce the chance of overlooking correct spellings."

Those explanations stated earlier becomes the principle that the researcher used in his research since they have similiarity. The difference is only on the purpose. Color codes in tajweed and sound/color chart in silent way generaly uses for spelling or pronounce appropriately. While color contrast text is used for understanding the grammatical feature in narrative writing.

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[17]Donald E. Cherry, *Working with a Modified Sound/Color Chart*, http://www.hltmag.co.uk/aug08/mart01.htm accessed on August 10, 2014.
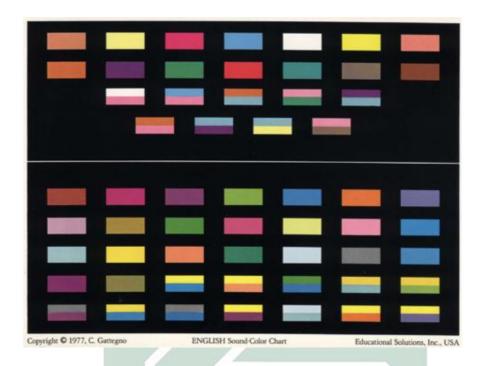
Figure 2.2: Sound Color Chart



Figure 2.3: Quran with *Tajweed*

**b. Teaching Narrative by Using Color Contrast Text**

Fundamental reason for choosing color contrast text in teaching narrative writing

1) My teaching experiences show that marking text by different colors will make students to be more aware or grammatically conscious. In this case, the students will be conscious with the text written in different color. Students will assume that there are reasons why the writer put different colors in her or his writing. Then indirectly students will notice and identify what make those differences. It also engages students' curiosity to know what the writer emphasized. So, this is the process that the researcher believed in a way to improve the students' understanding of grammatical features in narrative writing.

2) Good presentation of new grammatical structure should include both form and meaning.[18] In this theory, a color contrast text seems to be acceptable for teaching writing which integrated with grammar. The form and the meaning are presented by color contrast text. At this point, the colors are representative of the form that delivers the meaning. It is not only form and meaning but also color contrast text has *use* of language since there is context in which it might be used.

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[18]Jeremy Harmer, *How to Teach English*…..82.

3) Grammar needs to be taught and used primarily in the context of reading and writing.[19] In this study, the students are asked to read narrative text which has different colors for certain chosen texts before writing that the researcher calls color contrast text. So, the students are exposed to a lot of comprehensible new language inputs in which the grammar are induced using the color contrast text. In this case, color contrast text can facilitate the collaboration of writing and reading. This is suitable for teaching grammar that should integrate with other skill.

4) The students will learn the formula of the pattern by identifying the color contrast text. Since the narrative text is telling about something in the past time, the formula will be written in past tense. Here, color contrast text marks what students need to learn simple past tense. The color will explain the pattern as follow:

[red box] 1st and 3rd person singular subject pronoun

[cyan box] 2nd singular person and plural subject pronoun

[magenta box] Was

[blue box] Were

[yellow box] Past verb (regular verb)

[green box] Past verb (irregular verb)

The researcher choose the colors that help student to understanding the grammatical feature in terms of subject

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[19]Peter Knapp and Megan Watskin, *Genre, Text, Grammar*,…..39.

agreement, regular verb, and irregular verb. For the subject agreement, the researcher uses some colors. The red is for 1st and 3rd person singular subject pronoun. Those subjects are followed by auxiliary verb *was*. Thus, the colors between 1st and 3rd person singular subject pronoun with auxiliary verb *was* are a bit similar such as red and pink. While for 2nd singular person and plural subject pronoun, the researcher uses aqua color that is a bit similar to blue color in auxiliary *were*. These colors indicate that they had relationship in their function. In the other hand, the researcher uses contrast colors such as yellow and green to indicate that they are different. Here, the different is the verb. The yellow one is for regular verb and the green one is for irregular verb.

c.  **The Example of Color Contrast Text**

| The dragon | |
|---|---|
| Once there was a dragon that lived near a castle. In the castle there lived a princess with her mother and father the King and Queen. They were such a happy family. | Orientation |
| The dragon felt lonesome so one day when the princess went on her balcony the dragon came and kidnapped her. Unfortunately, their parents didnot know about it. | Complication |

| | |
|---|---|
| The dragon saw that she was sad so when she was sleeping he gently picked her up and returned her to the castle.[20] | Resolution |

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By looking the characteristics of color contrast text as well as the supported theories above, it is clear to say that color contrast text has tendency to be suitable media in enhancing students' understanding of grammatical feature in narrative text.

## B. Review of Previous Study

In this part, the researcher talks about some researches that relate to this study. There are five studies which are conducted by some students of university in Indonesia. These are the studies:

1. The Use of Pictures to Write Narrative in Teaching Writing at MA Raudatul Ulum, Klampis Bangkalan.

   It is written by Arifah who was a student of IAIN Sunan Ampel Surabaya in 2009.[21] This study is about the use of pictures to write narrative in teaching writing at MA Raudatul Ulum Klampis Bangkalan. The problems were that students got difficulty in organizing of text and they could not put their ideas to their writing. This study aimed to describe; 1) what kind of pictures are used by the teacher to teach narrative writing at MA Raudatul Ulum, Klampis Bangkalan, 2) how is the picture used in teaching narrative writing, 3) how is the result of students' narrative writing text by using pictures.

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[20]Peter Knapp and Megan Watskin, *Genre, Text, Grammar,…..*235.
[21]Arifah, *The Use of Pictures to Write Narrative in Teaching Writing at MA Raudatul Ulum, Klampis Bangkalan*, (Surabaya: IAIN Sunan Ampel Surabaya, 2009).

This study found that the teacher of MA Raudatul Ulum Klampis Bangkalan used picture series as a means of teaching narrative writing. The result of the observation found that the teacher started with explaining the material and the generic structure. Then the teacher contributed pictures on order the students write narrative well after the students got some clues or new vocabularies relates with the picture tell. The result of this study showed that there was improvement on students' writing narrative through picture series.

2. Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMA NEGERI 1 PETARUKAN, Pemalang.

The study was conducted by Intan Carolina from University of Semarang in 2006.[22] The objective of the study is to find out the students' achievement in writing narrative text. The researcher also wanted to know what the students' difficulties in understanding narrative.

In this research, the researcher found there are five reasons why the students tend to make grammatical mistakes in narrative writing. The reasons are; 1) the students did not fully understand the tense that they used when they wrote the narrative text. 2) The students did not read the given material attentively. They only got the information from what they read at glance and based on their experience before. 3) The students did not understand pronoun, for example: the use of "them, her, or his." 4) Some students failed to arrange the story chronologically, most of them missed one of the generic structure of narrative text. 5) The students failed to apply the knowledge of grammar.

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[22]Intan Carolina, *Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMA NEGERI 1 PETARUKAN*, (Semarang: University of Semarang, 2006).

The result of the study was that the students' progress during teaching and learning activity by using narrative text to improve writing skill was good. The students' achievement in writing was improved, it was supported by the significance result of the pre-test was 62.09%; writing the first draft on the first cycle was 65.52%; writing the second draft 71.53%; writing the final copy was 74.38%; writing the first draft on the second cycle was 72%; writing the second draft was 75.42%; and writing the final copy was 79.71%.

3. Grammatical Errors in Students' Narrative Writing

The researcher in this study is Isani Astasari from University of Malang. The research was conducted in 2009.[23] This study was intended to find out and describe grammatical errors in students' narrative writing. It was conducted at *SMAN 1 Malang* and took the eleventh graders of XI IPA 5 class as the subject.

This study reveals that there are 860 errors found from the data. The highest frequency of errors is omission errors (41.51%) that consist of: omission of verb inflection *-ed/-d,* omission of *to be,* omission of plural marker *-s/'-es,* omission of articles and definite article, omission of preposition, omission of possessive marker *'s,* and other omission errors, including omission of *–ing,* omission of auxiliary verb, and omission of pronoun. The second highest frequency of errors is error of misformation (35.5%) including misformation of past tense verb, misformation of verb*,* misformation of *to be*, misformation of preposition, misformation of articles, misformation of modal auxiliary, misformation of pronoun and

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[23]Isani Astasari, *Grammatical errors in students' narrative writing*, (Malang: University of Malang, 2009).

misformation of noun. The next highest frequency is errors of addition (21.74%) that comprise of addition of verb inflection *–ed/-d,* addition of *to be,* addition of preposition, addition of plural marker *–s/-es,* addition of articles and definite article, addition of *–ing, -ly,* and addition of verb auxiliary. Misordering errors come as the lowest frequency of errors that only amount to 1.3%. Errors of misordering include misordering of adverb, misordering of *to be,* misordering of modal auxiliary, misordering of noun phrase and misordering    of subject. Interlingual and intralingual interference are considered as the major causes of these errors.

4. Optimizing Windows Movie Maker to Enhance Writing Competence of Narrative text.

This study is written by Rida Andrik Kusuma Dewi, the students of Sebelas Maret University in Surakarta.[24] It was carried out in 2011 at SMP NEGERI 14 SURAKARTA. The objectives of the research are 1) to identify whether and to what extent windows movie maker improves students' writing competence of narrative text and 2) the situation when the window movie maker is implemented in the writing class.

The research findings showed that window movie maker could improve: 1) the students were able to use appropriate vocabulary better; b) the students could make past tense sentences correctly; c) the students were able to use punctuation correctly in the text; d) the students were able to write a story with more detail information; e) the students were able to use the appropriate diction in their writing; f) they could organize the story better from beginning until the end.

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[24]Rida Andrik K.D, *Optimizing Windows Movie Maker to Enhance Writing Competence of Narrative text*, (Surakarta: Sebelas Maret University, 2011).

The research findings also showed that the students got improvement in writing narrative. The improvements includes: a) the students were more motivated and confident to write; b) the students were also active to ask questions to the teacher about the difficulties they met; c) some students discussed actively about the video in their own group; d) during the teaching and learning, the students paid attention to the teacher's explanation; e) the students focused in their task.

5. The Use of Documentary Portfolio Assessment to Measure the Students' Growth and Accomplishment in Narrative Writing.

This study is written by Indah Mudji Rahayu, Student from University of Surabaya.[25] It was conducted in 2006 at SMA NEGERI 8 SURABAYA. The researcher used documentary portfolio as assessment tool in measuring the students' growth and accomplishment in narrative writing. There are two questions in this study. First, how does the students' growth and accomplishment made in schematic structure from the first to final draft. Second, how does the studentsgrowth and accomplishment made in language features from the first to final draft.

From the result of this study, it can be concluded that, firstly, the Documentary Portfolio assessment can be used to measure and assess the students' growth and accomplishment in narrative's Schematic structure from the first to final draft. Most of the students are shown to be progress and there is little number of students who have no progress in accomplishing their narrative writing from the first to the final draft. The progresses were the improvement in the use of language feature and

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[25]Indah Mudji .R, *The Use of Documentary Portfolio Assessment to Measure the Students' Growth and Accomplishment in Narrative Writing*, (Surabaya: university of Surabaya, 2006).

generic structure. This can be shown trough the increasing number of students who category in Very good and Good, while the number of students who category in poor and fair one is fluctuating. It is because they got progress in decreasing the errors from the first to final draft. However, there are no students who fluctuate since the teacher guide them through some notes of suggestions during the accomplishment from the first to final draft in a documentary portfolio assessment.

Those studies explain a various of researches about narrative writing. Some of those studies try to find out the use of media in narrative writing; such as the use of series picture, narrative text, and windows movie maker. These studies have similarity with my study since they involved the teaching media. But the difference is that my study uses other media which is color contrast text. Relate with this media, there are no studies that examine color contrast text as a media in enhancing students' understanding of grammatical feature in narrative text.

The study of Isani Astasari above is same to my study which talks about grammar in narrative writing. In this case, the difference is the researcher doesn't examine what the mistakes of grammar in narrative writing are, but analyzing the use of color contrast text in improving the grammatical feature in narrative writing. My study is also more specific which focusing on the formula of past tense that used in narrative.

My study is also different  from the study by Indah Mudji Rahayu which measuring the Students ability in narrative writing. In this case, the ability that the researcher examined is the students'

understanding of grammatical feature in English narrative writing y seeing pre test and post test.

Based on explanation above, it can be summarized that my study is different compared to those studies. My study focuses on grammatical feature that is used in narrative. It finds out whether the color contrast text can help students to understand the grammatical feature in English narrative writing. But all those studies help the researcher as references to investigate this study. Hopefully, this study can be a reference for other researcher in conducting the related study.