

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher discusses about the theories that are related writing contains the definition of writing, the aspect of writing, criteria of good writing, purpose of writing. The second is creative writing contains the description of creative writing, type of creative writing, and creative writing for Senior High School. The third is teaching writing, and the last is media contains the function of media, kinds of media, the description of *Marquee* media (Running text) and model of stimulating creativity in writing using marquee.

A. Writing

1. Definition of Writing

Writing is one of the types of communication usually considered in oral form, but there is the other form of communication activities which is in the form of writing. Writing also means states that writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2001:13) also mentions that writing involves planning what we are going to write. First, is drafting. Next is reviewing and editing what we have written and producing a final version (Harmer, 2004:31). The other statement is from (Peha, 2010:58) states that writing is the communication of content for a purpose to an audience. Therefore, writing can be said as a process of giving and putting idea or message into words.

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From the statement above, it can concluded that writing is expressing ideas, facts, experience, feeling and thought in written form. It also representation of language in a textual medium through using a set of signs or symbols (know as a writing system).

2. Aspect of Writing

Writing is one language skill which must be taught to the students. It is the same importance as the other language skills. It is an indirect way of communication but it is very important in human life in expressing thoughts and feelings in the form of writing especially for the students. Writing is not easy, so it is needed for many exercises continuously. In writing there are some aspects must be known, they are namely;

- a. micro aspect (spelling, punctuation, etc.)
- b. macro aspect (content, organization).

There are four skill involved in writing competence; grammatical skill, stylizes skill and mechanical skill and judgment skill. Grammatical skill is the ability to write correct sentences. Stylistic skill is the ability to manipulate sentences in effective language. Mechanical skill is the ability to apply the graph convention such as; spelling and punctuation. Judgment skill is the ability to write in an appropriate manner for a particular purpose. While, Harris states that, the writing competence has four aspects; orthography, structure, vocabulary, and fluency.

- a. Orthography is a language sound description which is in the form of writing or a symbol and language spelling system.
- b. The structure is the arrangement of rules in a language becoming meaningful language units.
- c. Vocabulary is the total number of word in a language.
- d. Fluency in the writing ability implemented with a proper speed, not too slow or not too fast.

3. Criteria of a Good Writing

There is some characteristic of good writing. A text or paragraph may these to understand as a visible division of the subject method. The deviation is initially a convenience to the reader; it prepares him to turn attention to something new. In writing a good text or paragraph should have four qualities, e.g.completeness, unity, order, and coherence.

a) Completeness

a complete text or paragraph contains details as fact such as name are specifics individual, data, figures, cost, location, signal or statistical detail.

Completeness means the controlling idea thoroughly developed by the use of particular information.

b) Unity

Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider the order as directed. Thus order chronological steps to express the ideas the written form. Houghton Mifflin said that “chronological order is a way organizing according to the time in which are happen not. I began with what is oldest what happens first and the end with what in newest or happen.

c) Coherences

The last characteristic of the text or paragraph is coherence. Coherence means to stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clearance process. Whenever we think about object systematically we are compiled to realism, that certain things, come coherence is the clear and orderly presentation of ideas. Obviously, the ideas closely related to language matter. Usually to measure the student’s ability in writing skill teachers give a writing test. A good writer must have a requirement to result in a comprehensible and acceptable piece of writing. David (1969: 69) defines the general component in the writing process is as follow:

- a. Content: the substances of the writing idea expressed.
- b. Form: the organization of the context.

- c. Grammar: the employment of grammatical form and syntactic patterns.
- d. Style: the choice of structure and lexical item to give a particular tone flavor to writing.
- e. Mechanic: the use of the graphic convention of the language.

Not only that, before making good writing, the researcher needs to think about how the ideas of them can be understood by the reader. The researcher have to use the correct written language, so the reader can understand the ideas of the researcher. According to Heaton (1975), varied skills are necessary for good writing which can be grouped into five general components or main areas.

1. Language use: the ability to write correct and appropriate sentences.
 2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, for example, punctuation, and spelling.
 3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
 4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
 5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information
4. The Purpose of Writing

According to O'Malley & Pierce (1996) the purposes of writing are:

- a. Expository or informative writing. In this purpose is to give knowledge or to share the knowledge and give information or ideas. Informative writing includes describing events or experience speculating on cause and effect, etc. informative writing helps the writer to integrate new ideas and examine existing the knowledge
- b. Expressive or narrative writing is a personal or imaginative expression in which the writer produce the story. It means that expressive writing is about personal feeling of the writer, how they produce the stories based on people's observation, object, and place.
- c. Persuasive writing, the writers attempt to influence the other and initiate action or change. It means that the researcher produces a story to persuade the reader or people. It is based on background information, fact, etc.

B. Creative Writing

Creative writing means one's putting his or her ideas and feelings about a particular topic on paper by using his or her imagination freely (Oral, 2003). Similar with the statement, creative Writing also can use any form or genre of writing as an exemplary subject of study, but the productions of Creative Writing tend not to be informational, but imaginative interpretations of the world that invite the complex participation of the audience or reader (Bennett, Clarke, Motion, & Naidoo, 2008:2). Another opinion expressed by Brookes & Marshall (2004) that creative writing is characterized by originality and imagination rather than truthfulness or standardization of thoughts.

So writing techniques by using creative ideas from the author that can make the reader imagine even get inspiration. The features of creative writing are focused on developing narrative and character, so that works of fiction and non-fiction are included in creative writing techniques. Examples of works that use creative writing techniques are novels, short stories, biographies, song lyrics, movie scripts, poems, even literature journalism. Creative writing also has some types, they are:

a. Songs

A song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimics the quality of a singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. From the lyrics, students also are doing some creative writing. Lyrics are similar to poetry in that they can have many forms, although some type of rhyme scheme is common.

b. Poetry

Bernie Ollila and Joe Jantas (2015) said that poetry is any kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being. Poetry is used to achieve this artistic expression in several ways.. In general, the key to writing poetry is to create evocative images and make every word

count. Students can write about anything, from nature to love to your family. can even write poems for specific occasions, such as a wedding ceremony or a funeral.

c. Vignettes

Vignettes are a short form of fiction or creative non-fiction that sets up a scene for the reader. There may not be a central conflict to drive the story forward, and there may not even be characters. Length can range from a single paragraph to a few pages. Generally, the entire piece takes place in one location.

d. Short Fiction

Short fiction offers more of a "story" than a vignette. It includes short stories and even modern fan fiction. Writing a short story is a great way to learn about how fiction is structured, including plot, characters, conflict, and setting.

e. Novels

A novel is a long narrative that is normally in prose, which describes fictional characters and events, usually in the form of a sequential story. A novel is the same as a short story. They both are included in prose narrative fiction. The similarity is in the intrinsic element such as plot, character, setting, etc. Writing a novel is a huge undertaking and a great way to improve students' skills as a writer.

f. Scripts

Scripts, for everything from TV commercials to radio programs and even movies, are another form of creative writing. The length can vary significantly, but the key is that the words that write will be recited by actors and recorded. An audience will view or listen to the piece later.

g. Plays

Like a script in that the dialogue which people write will be recited by actors, plays are designed to be performed in front of an audience. They are usually divided into several acts, although short, one-act plays are also popular.

h. Personal Essays

A personal essay is either a personal narrative in which the author writes about a personal incident or experience that provided significant personal meaning or a lesson learned, or it is a personal opinion about some topic or issue that is important to the writer. Not all creative writing is made up. In fact, creative non-fiction comes in several important forms. One of these is the personal essay in which the writer explores his or her own life experiences or opinions.

i. Journals and Diaries

Journal is a record of financial transactions in order by date. While diaries is a record originally in a handwritten format with discrete

entries arranged by date reporting on what has happened over the course of a day or the period. They actually can also be a type of creative writing. This is especially true if you infuse your entries with people emotions and personal experiences.

j. Letters

According to Oxford Dictionary, a letter is a message that is written down or printed on paper and usually put in an envelope and sent to somebody. Letter contain more than a basic reporting of the facts, letters can also be a type of creative writing. This is especially true if they discuss emotion or opinion. Even love letters can be creative.

1. Creative Writing for Senior High School

Writing is one of the skills that must be leant by the students. In Senior High School level, specially for the first grade there are 2 kinds of writing that learned by students, Descriptive text and Recount text.

In this research, the researcher only focuses on recount text, because if some of the research use this media for reading or writing a news text, but in this research is different. The researcher wants to make it unique and to be better. And then this recount text will appear in the different from, that is in the running text (Marquee) that will bring a different way and new innovation for the student in the learning process.

Student in the first grade of Senior High School actually will not feel difficult to do it, because all of them have studied about recount text, so they will may rewrite again what they have caught in the screen about the

story with a simple and interesting sentence which will bring them to be more concentrated with what they are reading in the screen. Students in Senior High School actually have more vocabulary to express their idea to rewrite the story by using their own sentences.

C. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case, the teacher has to know how to teach writing. Harmer states that there are several reasons why the teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill (Harmer, 1998: 79). Moreover, several reasons will be presented as follows:

a. Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentence using new language shortly after they have studied it.

b. Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct properly written texts is all part of the ongoing learning experience.

c. Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush of interpersonal face-to-face communication because students expected that producing language in a slower way is invaluable.

d. Writing as a skill

The important reason for teaching writing that is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement. From the explanation which is delivered by Harmer (1998:79), it can be seen that those reasons give instructions to the teacher as their job to teach writing. However, Harmer still states that there are several strategies for the teacher to consider (1) The way to get the students to plan. (2) The way to encourage the students to draft, reflect and revise. (3) The way to respond to the students' writing. Kodoatie (2013:14) said in her thesis that "Not only teachers can respond students writing but also their colleagues can also respond to their friend' work in their own way.

This is called peer response. This activity may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing." It means that teaching writing is important to be delivered in EFL class.

D. Media

1. Definition of Media

Media means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Naz, Ali Akbar,2008:35). It is important in teaching and learning process. It is used as a facilitator or connector in delivering the material from the teachers to the students. The good situation and condition can be created by using media. Reiser and Dick (1996:70) explain some advantages or importance of the media. One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity by presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed , instructional media gives students' required experiences to build their prior knowledge. In this section, the researcher presents the kind of media and picture series as a media in teaching writing. There are types of media which are used in the teaching and learning process to improve the students' ability. According to the Ministry of National Education (2009:6), there are seven media which are used by teachers in the Visual media is a medium that only relies on the sense of sight. Visual media displays the material using a projection tool or projector because through this media the software that complements this projection tool will produce a light bias or image that matches the desired material.

2. Functions of Media in the Teaching-Learning Process

Using media in teaching-learning activity is very useful and crucial for the teacher and students. For the students, it can help them to understand some certain concepts that cannot be explained orally by the teacher. Meanwhile, for the teachers, when he or she cannot be able to explain about something to the students, they will use it to facilitate them in teaching and giving information to the students, so they can think concretely through the objects of media. According to Nana Sudjana (2006:137), there are some benefits that can be obtained by using media in the teaching-learning process. They can be seen as follows:

- a. By using media, it can make the students learn to think concretely and avoid the teacher to teach verbally.
- b. To increase students' motivation, interest, and attention to learn about something.
- c. To foster students' learning development in order to get a good outcome.
- d. To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- e. To make the students learn to think regularly and continuously.
- f. To increase students' critical thinking and help them to develop their ability in using language.
- g. To help the students getting a better learning experience.
- h. Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.

- i. The teacher will have various teaching methods, not only focus on teaching in verbal communication. So, the students will not feel bored and reducing teacher's tiredness in teaching a long time in the classroom.
- j. The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.

3. Kinds of Media

The teacher's creativity in using the media can increase students' comprehension in understanding the lesson in the class. There are many kinds of media that can be applied in teaching-learning activity. According to Djamarah and Zain (2006:124), the media is divided into three types, namely audio, visual, and audiovisual media. Audio media refer to sound element, visual media refer to a visual element, and audiovisual media refer to both sound and visual element. In addition, Gerhard (2009:103) added that in the media itself, including various kinds of materials, and he specified and classified them in four general categories as the following:

a) Listening or viewing materials

Silent films; TV commercials, quiz shows, cartoons, news, comedy show, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotape short stories and novels; pop, rock, country, film, and children's songs; home videos; professionally videotaped travel logs, documentaries, and sales pitches.

b) Visual materials

Slides, photographs, paintings, sketches, drawing by children, stick-figure drawings, wordless street signs, silhouette, calendar pictures, pictures from travel, news, and popular magazines, ink blots, postcard pictures, wordless pictures books, stamps, and one of the example of the visual media is Marquee that used in this study.

c) Printed materials

Newspaper articles, cartoons, advertisements, movie advertisements, astrology columns, sport reports, obituary columns, and advice columns; travel magazines science, math, and history books; short stories; novels; books of photographs; lyrics to popular, rock, folk, and children's song; restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; departments store catalogs; telephone books; world, city, and relief maps; calendars; TV guides; driver's licenses; comic books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; Teletext subtitles for the hearing impaired.

d) Realia

Dolls, puppets, currency, key, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie talkies, candles, fly swatters, string, thread, chewing gum, glue, rules, tacks, paper clips, rubber bands, trains, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels,

furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween masks mannequins. From those categories, not all of them can be applied in the classroom, so the teacher should choose one of the appropriate media that can be used in teaching. The students by considering the objective of learning, the effectiveness, the efficiency, the function, the cheapness, and related to the material of learning.

4. Running Text Media (Marquee)

According to Antoe (2009), marquee media is a learning medium in the form of an HTML program to make text possible move or walk which is a command that we can set accordingly desire. From the description it can be seen that through text media running, one can set the duration of the reading time to be used and set the number of words, sentences, also paragraphs that will be displayed in reading. Another opinion was said by Bahctiar (2009) who explained that marquee media is a medium in the form of a collection of codes HTML which if translated in the language of the web browser will form an animation in the form of text or image that moves or runs. With this it can be seen that the form of marquee can be in the form of text or moving or walking images that can be arranged according to your wishes. From the description above, it can be concluded that marquee media is learning in the form of a collection of HTML codes in the form of images or moving text which is a command that we can set as desired.

In this research, running text used by researchers is to use master application, the only full-featured professional video editor for Android

which can edit multiple layers of video, images and text, equipped with proper video cutting and trimming, multi-track audio, precise volume control, LUT color filters and more. The researchers have arranged the text of the writing with times new romance pattern with size 12 and speed has been set with a default duration of as far as 6.0, so every full sentence displayed on a 10-second screen contains 8-10 words in it. The whole running text is 1 minute 55 seconds long, containing recount text about personal experience.

5. Model of stimulating creativity in writing using Marquee

The use of Marquee is important to generate the idea in teaching writing. It is actually a new media to teach any skill, such as speaking, writing and reading, although, in this research, the researcher focuses only for writing, one of the most difficult skills in English.

To teach this media, actually, there are some people who do not understand well about how to create and apply this media, because this media surely different and also often used in the learning process. It shows from using technology and the internet if we want to create, but the other just create and can be applied or read in the paper or in the form of print out.

Besides that, the use of appropriate learning methods and media is also can lead the student's enthusiasm and interested in the learning process. With enthusiasm and interest, they will be easily guided in reading and writing. Using running text media, students are expected to be able to rewrite what they have read on the screen. In the implementation process the learning reads the news text conducted by researchers there are several stages. The

first stage, preparation and motivate students. The teacher manages students to be ready to receive lessons, convey all learning objectives to achieved in learning and motivate students about the usefulness of learning. The second stage is the explanation of the material. At this stage, the teacher explains about recount type as the text material. The third stage is modeling. The teacher gives examples of short and simple recount texts, then reads and interprets them together.

The fourth stage is guidance. Students guided to practice reading recount texts through the medium of running texts with the guidance of the teacher. Fifth stage advanced training. The teacher gives the practice of reading recount texts with the writing media running and then the students told to rewrite what has read in the text. The sixth stage is the interview. Students asked about their experiences in conducting speed-reading methods using marquee.

6. Previous Study

There are two previous study about Marquee. The researcher they are Yesi Makunti (2013) and Puput Devi Mardiyani (2011) have conducted their research on teaching Marquee in different skills.

Yesi Makunti (2013) search about the description of creative writing through a specific media. Her research is entitled “Peningkatan Ketrampilan Membacakan teks Berita Dengan Metode Penampilan Melalui Media teks Berjalan pada siswa kelas VIII SMPN 2 Tengaran Kabupaten Semarang”. In this research, Yesi used performance method to increase students’ creativity

in reading the news, which concludes in the instructional method. This research actually a quantitative study by using 2 tests to know how far the students' creativity increase by using Marquee media. Students are required to practice themselves like a news anchor on television with the right intonation. By this method, students will not be easily bored, because students do not just listen to the teacher's explanation, although practice correctly. The result of this study indicates an increase in the ability to read news texts. It can be showed by the average value from the first test actually; reach in the second test, along with the second value has exceeded the minimum graduation criteria value.

Puput Devi Mardiyani (2011) search about creativity in writing by using Marquee media for fast reading, which is entitled "Ketrampilan Ketrampilan Membaca Cepat Menggunakan Metode Kalimat Media Teks Berjalan (Marquee) Siswa Kelas VIII D SMP N 4 CEPILING Kecamatan CEPILING Kabupaten KENDAL". This type of study is Class Action Research (CAR) to identify the student's improvement and behavior in speed reading skill based on by using Marquee Media to measure three aspects of speed reading learning, those are speed reading students, understanding the content of sentences, and the effective speed of reading students.

This result of the study is this media is actually making the student become more interested and enthusiastic in attending speed-reading learning. This research showed an increase speed-reading skill by using Marquee Media, which can be seen from the pre-cycle into the last cycle, which actually increases. In the pre cycle test were 210 kpm, and then in cycle 1,

student-reading speed increased 36 or 17% to 246 kpm. In addition in the last cycle increased by 12 or 5% to 258 kpm.

All of these study actually connected with this study.the writer also focuses on the way or the media that used. The equation of the two studies is they used Marquee for the specific skill, which actually similar, that is Reading skill and examine the students' reading ability through the practice of reading news in media marquee. The differences between these studies are in the purposes of the study. If in the first study, the researcher focuses on reading news by performance method, while in the second study, the researcher focuses on the speed reading skill.