

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present review some literature related to the topic. Some literature gives definitions and explanation about topic that is discussed above. Those are discusses about writing, recount text, media, storyboard, storyboard animation, procedures of teaching writing using storyboard animation, and review of previous study.

A. Writing

1. Writing Activity

Writing is the process of conveying an idea or information into a written form. Writing is one of useful skill where the students should have to write something that relates to the material to measure their knowledge. Writing itself can be the alternative way to expressing a feeling, experience, or imagination of someone. According to Raimes (1983:2) as cited by (Hasan & Wijaya, 2016) Writing is a skill in which writer stating ideas, emotional state, beliefs and opinions that are organized in words, sentence, and paragraph with the help of limbs such as eyes, brain and hand. Therefore, it can say that by writing the students are expected to deliver their ideas clearly.

Writing becomes a significant skill to be acquired for students. Writing activity can be the bridge to help students in increasing their English. It because in writing activity is not only about write some words but also related

with other skill, might be relate with speaking, reading, and listening. Writing skill has a role to help students in developing their English (Sukma, 2015). Indirectly these four skills are interconnected, in writing activity students will learn about the vocabulary, spelling that might be obtained from reading activity. Students can also get a lot of inspiration from listening activity. Writing is beneficial for many objectives, it contains structure, vocabulary, word formation, spelling, capitalization, punctuation as well (Sukma, 2015). Setting all word into well-formed sentence is the skill of writing that every student should mastery. A good writing consists of paragraphs which are grammatically correct and a paragraph covers of sentence.

The process of writing is not simple also not too long at all. It contains some step that the students need to do. Writing process has four elements, they are planning (the idea what we are going to write), drafting, editing, and final draft (Harmer, 2010 , p. 113). Those processes are the key to get an extraordinary written product, the writer or students are expected to follow the process step by step. The writers already arrangement about what and how they are going say in their written product before they start to write it, afterward finished the writer will do crosscheck and changes for get final written product (Hasan & Wijaya, 2016). It is means before get the real final product students will do revising in many time, the students should have more than one of planning, drafting, editing.

2. Teaching Writing

Writing is included in one of productive skills, therefore writing has need of well-structured form, every sentence has to relate. From one paragraph to another paragraph should show the clear explanation about the topic. Topic is the necessity in the writing skill it is the directive in writing also it is a part of writing process. According to Harmer (2004: 55) as cited by (Hasan & Wijaya, 2016) said that students have to study and practice the art of positioning word together in well-formed sentence, paragraph and text. Write good writing needs much struggle from the writer, it requiring the right organization, suitable vocabulary and grammar, spelling, capitalization and punctuation. Learning writing needs some efforts in understanding the appropriate structure of writing.

Teaching writing means more practice both on teacher and students. Teaching writing not only challenges the students, but also the teacher. The teacher need to have many idea to make the students interest in writing. The role of teacher is not only transmitting knowledge to students. But, the teacher needs to guide the students in term of understanding how to write appropriately. As a teacher, we have to find many ways to facilitating our students to choose their priorities and then approve on what the focus of learning writing will be (Hasan & Wijaya, 2016). Therefore, in teaching writing the central duties of teacher is helping the students in writing practice, and give the various tasks to them.

Teaching writing means to teach all of the aspects in writing the grammar, vocabulary, punctuation, even teach how to hand-picked the accurate the words that are suitable to use in paragraph of a text. As a teacher we have to teach and guide the students to create a good writing, a good writing is not only about the perfect writing ideas but also the students need to know how to create a better writing than before (Hasan & Wijaya, 2016). So that, teacher have to teach the way or the process of writing not only expecting good written result from the students without giving valuable assignments. Students need to practice and practice to make a good writing, even though there are so many aspects in writing but they have to become proficient at step by step. Practice makes the student have become accustomed for explore their ideas in written form. The teacher needs to teach from the simple or basic into the complex one.

In teaching writing process, the teacher needs to increase the students' motivation in writing. It is pull the teacher to give different interesting activity in the classroom. It is because most of students think that writing is difficult and monotonous activity. At this time, enjoyable and attractive class activities have become a necessity. Most of teacher already leaved the traditional method. One of the tasks of the English teacher is to develop students' enthusiasm in writing activity (Ni'mah & Pusparini, 2014). This is what the students need, however in some cases the teacher only give a task to write without tell how to write appropriately. In delivering writing material must be followed by interesting way, may be the teacher use media while teaching

learning process. Order than that the teacher can bring the newest method in the classroom it will make the students curious about the material.

3. Recount text

Writing is talking about a text. Text called as an act of communication, for example conversation between friends in the classroom, a novel, advertisement. From those examples there are messages that the writer tell to the reader. Text is the products of language processes (KNAPP & WATKINS, 2005, p. 37). There are thirteen types of the texts that should be taught at senior high school, such as narrative, recount, procedure, report, analytical exposition, hortatory exposition, explanation, descriptive, discussion, news item, review, anecdote, and spoof (Sukma, 2015). The difference of type's text is depending on the purpose of the text. It is like a poem completely different with the procedure text.

Recount text is one of general text types that used in writing. (KNAPP & WATKINS, 2005, p. 223) State that recount text is chronological texts that tell the sequence of event. Recount text is writing activity that write about story, event, activity which happen in the past time. The purpose of recount text is to give information or to entertain the reader. It is tell information about what happened, what time it happened, where it happened, and who was involved. Recount text has generic structures there are orientation, event, and re-orientation.

In writing recount text the story should be written in the sequence, therefore there is a generic structure that must be followed. First, orientation is

a part that tells about background information of the text. Such as who are the characters that involved in the story, where are the story happened, and when the story happened. Second, event tells about what happened in the story. The event tells the chronological sequence of an experience and it is only a particular occasion. Even, the experience is taken in the same places, but happen in different time the writer cannot write it in the same title. Third, re-orientation tells about what happened in the end of the story. The writer can add some personal comment about their experience in the re-orientation.

B. Teaching Media

1. Definition of Media

Now days, Technology become the big influence in education. All aspects in education use technology to help the process of teaching learning. For example, internet has become necessity for people of all ages. Throughout history, media and technology have influenced education, the most visible thing is the computer and the internet has invaded instructional settings those tools offers dominant possibilities for improving learning (Heinich & et-al., 2002, p. 6). The big influence of technology and media makes the role of teacher is changing. Teacher becomes the guide for learning, because the students can find all of the material by themselves from the media and technology. By the existence of technology the students be more active than the teacher in the classroom, furthermore it changes the role of teacher and students, the classroom situation becomes students' centered, (Peterson, 1997 cited by (Achmad, 2012). However, students' centered make teaching learning

process become active and all of the students take participation in the class activity.

Media is the tool to help teaching learning process. The existence of media is expected to support teaching learning process and make the material more clear and easy to understand by the students. Teaching media give students' interest in learning process, it is because media brings an enjoy situation in teaching learning process. Teaching media are tools which are provided and carried into classroom by a teacher to facilitate teaching-learning process (Baidawi, 2016). It means teaching media brings a different atmosphere of teaching learning process.

Media helps the classroom situation be more active and interesting. As stated by Robert A Reiser as cited by (Baidawi, 2016) the definition of media contains all of the traditional means of providing instruction (including teachers, chalkboard, textbooks and other print materials), as well as the newer instructional media such as computers, CDROOM, interactive video and multimedia systems. Technology has developed rapidly, however teaching media becomes very diverse and progresses in line with the time. Most of the teacher has used various and newest types' media to help them teach. The newer techniques include the use of computers, compact discs, digital videodiscs (DVDs). In modern era of English language teaching, media technology such as audiovisual, images, moving picture and interactive games, CDs or DVDs, internet, have facilitate people around the world into a global

community (Achmad, 2012). Most of people in the world have been use those kinds of modern media and they can get it easily.

C. Storyboard

Storyboard is a sketch of an image organized in a sequence based on a story script, with storyboard, the author of the story can convey the story easily to the readers or others. Because storyboard make someone imagine a story by following the pictures that have been presented. Storyboard is a drawing of the ideas for the final production, it is also used to create in mind and refine ideas, help to develop, improve, imagine script, it is an effective method of communication with creation team (Kheng). Storyboard is as a medium of communication that combines between image and story which is dares students to visualize their graphical ideas that they want to share in story into a paper. It can also be defined as method that combines between picture and story to produce writing of the text in good sequence.

Storyboard encourages students to think innovatively and critically about story that they are going to write. It is because in creating storyboard the students are expected to visualize their story in a series. Lottier (1986: 4) as cited by (Hasan & Wijaya, 2016) explain that storyboarding is a process to pull out learners' creativity by using the creative right brain and the critical left brain to develop an ideas and then to look at those ideas critically. Therefore, storyboard is a technique which is train both right and left brain in conducting a story.

There are several reasons to create a storyboard in teaching learning, especially in term of writing. Storyboard helps students to brainstorming their ideas that are going to write. Next, is helping the students create in their mind what the complete result will look like. Then, help the students to develop their creativity. By using storyboard the students will be guided to brainstorm the story they are going to write, then draw the opening and the finale of the story (Hasan & Wijaya, 2016). Storyboard can be the interactive and creative media in the teaching process. And the last storyboard helps the students to use their time effectively. Storyboarding develops the students' organization, time management, and planning because it lets them to organize their ideas in the form of image before the finale result that is written form. (Doherty & Coggeshall, 2005) as cited by (Naar, 2013).

Storyboarding involves the students to breaking down their ideas or experiences. Storyboarding engages students and clients in setting down experience, the kinds of experience may be of formal or informal learning, could be found on the road as well as in the school (Law, 2009). The simple object of ideas is the writer or students' experience. It will be easier if the students sketch their precious experience. It will help them to finish the project earlier, because the experience has been standing in their mind. Storyboarding split one by one the ideas that come up in mind, it is bring together the writing or story scene-by-scene using boxes.

The process of storyboard needs some of stages in order that be well applied. Like all process, storyboarding has a number of steps to get the well

result (Naar, 2013). In the process of creating storyboard it is necessary to use like outline of clear planning. The outline is consists of important material such as the setting, plot, etc. Therefore, the students will not missing any detail of the ideas which they want to write in the final result. During the process of creating storyboard students can work freely using their creativity and mind's eye. However, teacher should always check and guides during the process. The design of the storyboard should be enough to keep the picture and the explanation of the description.

D. Storyboard Animation

Animations means give a life on an image or object that are going to draw. It is like give lively visual display in the picture. Animation refers to a process of creating an object looks alive with give some a touch or give some motion to something which is principally static (Najib & Othman, 2013). Usually, the process of make animation is helped by one of kind media that is multimedia. Multimedia components have ability to make a human fantasy into the reality. It means animation give existence effect in an image and it is interesting way to use animation in classroom, this can extract students' eagerness to learning.

Since computer and technology are developed animation become one of method that is used in classroom. Technology has made easier for the beginner like students or teacher. Animation can be the teaching support that can be called as a modern device to help students in understanding the material certainly and in interesting way(Najib & Othman, 2013). The existing of animation is to upgrade teaching strategies and overcome the traditional

method in teaching learning that make students lose their interest in learning. Visual effect in Animation help teacher to enhance students' enthusiasm in teaching learning. It is because animation requires students to be active in the teaching learning process.

Storyboard animation as the media of prewriting students' activity. Storyboard animation used to describe the display of the story ideas that will be put down in an image. From teacher to students, almost have experience making animation in the simple way using Power point. Besides, many people have experienced making animation using professional software. Digital era offers many kind of software to produce animation or cartoon video. It is facilitate all people to learn about making animation. The explanation of animation content usually refers to the use of animated video. The object or the picture that is made in storyboard animation defines a situation of the story and all of them being composed together become a story.

E. Previous study

The first is thesis of Ni LuhAyuPrabhaAndari students of Mahasaraswati Denpasar University (2014) entitled "The Influence of Creating Storyboard on the Writing Ability of the Eight Grade Students of SmpNegeri 3 Tampaksiring: A Study Based on Subak Cultural Landscape". This research has purpose to examining whether there is or not significance influence of creating storyboard in students' writing ability. According to the data analysis there was a significance of creating storyboard on the writing ability of the eight grade students of SMPN 3 Tampaksiring.

The second is journal written by Idolla Anastasia and Muhammad Al Hafizh from FBS Universitas Negeri Padang (2013) entitled Using Multimedia Storyboard in Teaching Writing Descriptive Text. This journal has aims to describe teaching media and the selection of teaching material to write descriptive text using multimedia storyboard in junior high school. According to the journal, multimedia storyboard supposed to be able to enhance students' motivation in learning process. Moreover, it also helps students to work visually and improve their ideas through displaying a set of pictures. So, multimedia storyboard can be an alternative of teaching media to improve students' motivation in teaching learning process.

The third is journal written by Hardina Durrotun Ni'mah and Ririn Pusparini from State University of Surabaya (2014). This journal has aims to describe the implementation of storyboard in teaching writing of narrative text, to know the students' writing ability, and to know the students' responses toward storyboard. According to the journal, there are three kind of conclusion. The first conclusion is about the result of implementation of storyboard in teaching writing of narrative text. In this part, there are three stages of writing. Those are pre-activity, viewing- activity, and post- test. In the pre-activity, teacher give stimulate and motivation. In the viewing-activity, the teacher shows storyboard in a several times then discusses the picture together with the students. And in the post-activity, the teacher asks the students' difficulties then help them. The second conclusion is taken from writer's analysis on students' writing. The results show that every student has different style in

expressing in writing form. And the last conclusion based on result of the questionnaire. The questionnaire shows that the students agree that the use of storyboard in teaching writing narrative text help them to arrange sentences and develop ideas.

After reviewing previous study from Ni luhAyu (2014), Anastasia&Hafizh (2013), and Ni'mah&Pusparini (2014) the writer found some similarity and difference with the present study. Both of Ni luhAyu (2014) study and present study have similarity that students are asked to create storyboard before write a text. And the differences are kind of text that measured, and if in Ni luh thesis the text should be based on Subak Cultural Landscape textbook. But, in the present study the students write a text based on their experience and there is no limitation.

From Ni'mah&Pusparini (2014) journal the writer found some difference, in this journal the teacher only show the storyboard to the students. Then, the students create a text based on the storyboard which made by the teacher. But, in present study, the researcher asks the students to create storyboard animation by themselves. Therefore, this technique can be implemented in their real life. Another difference are kind of text that measured, and in the present study the researcher involve in the teaching learning process. While, in Ni'mah&Pusparini (2014) they just observe the teaching learning process which conducted by the teacher.

The difference between Anastasia&Hafizh (2013) and present study are the technique in implementation the storyboard. In previous study the teacher provide picture then the students should complete the picture with a text. The next difference is the kind of text that measured. The similarity between these studies is using computer based in teaching writing.