

CHAPTER II

REVIEW OF LITERATURE

In this chapter presents the related literature of the research. This chapter covers the teaching of writing, description of narrative text, media for teaching writing, and review of previous studies.

A. Theoretical Framework

1. Writing in Language Learning

a. Definition of Writing

Writing has often been seen as a secondary symbolic system, based on speech. It is understandable how such a conception could form: speech comes first in the child; writing comes second, and seems in many ways to be used to represent speech; writing has dialogic properties that seem to be borrowed from speech; writing systems, at least in the alphabetic written languages, seem to be based on a broad (though often inexact) correspondence with speech-sounds. And yet it could not be said that the writing system in Modern Standard Written Chinese or its larger set of classic Chinese characters could be based on speech, as that system is ideographic rather than graph phonemic.

Furthermore, it is the case that written systems have operated alongside spoken systems of communication – as far as we know – throughout time. It is more accurate to say that writing systems operate alongside spoken systems, often

with close correspondence but sometimes not. Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if you want a new job.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to write and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and has to be presented in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that has a higher value.

b. Process of Writing

Writing as one of productive skill needs a process. Harmer states that “writing process is the stages that a writer goes through in order to produce something in its final written form”.

There are four steps of writing processes:

1) Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text they wish to product, but also the language they use and the information they choose to include. Secondly, they have to think about the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writer has to consider the content of structure of the piece that is how best to sequence the facts, ideas or argument which they have decided to include. This stage called by pre-writing process. Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. “Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise”. In prewriting step, we gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before we write.

a) Brainstorming

The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writer will use them. Writers’ list can include words, phrases, sentences, or even questions.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how our ideas are connected using circles and lines.

The steps are:

- 1) Write the topic in the center of a blank piece of paper and draw a circle around it.
- 2) Write any ideas that come into our mind about the topic in circles around the main circle.
- 3) Connect those ideas to the center word with a line.
- 4) Think about each of your new ideas, and then connect them.
- 5) Repeat this process until we run out of ideas

2) Drafting

The first version of writing is called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

3) Editing

Editing is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

4) Final draft

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Writing is not easy. It takes study and practice to develop this skill. For new learners English, it is important to note that writing is a process, not a product. If you follow four main stages in writing process, and practice by writing often, you will find it easier to write paragraphs and to improve your writing.

c. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences that discuss a smaller idea. Furthermore, paragraph like an essay, it generally contains an introduction, a body, and a conclusion". A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph.

In writing a good paragraph, we should concern to two things.

1) Unity / Cohesion

The unity is synonymous with oneness. It means that a paragraph discusses only one and only main idea from beginning to end and every supporting sentence must directly explain or prove the main idea. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

2) Coherence

The Latin cohere means “hold together”. It also plays an important role in writing. It plays crucial role in making a paragraph read well. The movement from one sentence to the next must be logical and smooth. “To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless”.

3) Completeness

A good paragraph contains enough detail information to explain and prove statements of a topic sentence. Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

- a) Content : the substance of writing, the ideas expressed.
- b) Form : the organization of the content.

- c) Grammar : the employment of grammatical form and syntactic patterns.
- d) Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
- e) Mechanic : the use of graphic conventions of the language.

d. Writing Ability

The writing ability are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. According to Heaton, the following analysis attempts to group the many and varied skills necessary for

writing good prose into four main areas:

- 1) Grammatical skills : the ability to write correct sentences.
- 2) Stylistic skills : the ability to manipulate sentences and use language effect
- 3) Mechanical skills : the ability to use correctly those conventions particular to the written language, e.g. punctuation, spelling.
- 4) 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 organize and order relevant information.

e. **Rewriting Story Ability**

The simple rewriting story is the act of writing again, something that has been written again. Can write back stories from novels and simplify or can be from stories in the film. Instead, our brains are creating a story. Certain memories immediately stood out to us more than others, then we found meaning in those memories and transformed them into a coherent narrative of events.

In his essay 'Highlighting Variants in Literary Editions: Techniques and Goals' (2006), Burghard Dedner states that 'No human author can claim to be totally original', specifying that writers who work on an historical subject do not even want to be original'. Dedner provides a number of examples: 'Aeschylus' Shakespeare based his history plays on written chronicles; Goethe copied parts of his *Götz von Berlichingen* from the knight's autobiography'. Last year, 400 years since Shakespeare's death, we witnessed the flurry of interest in his legacy. Dedner highlights the fact that Shakespeare is relied upon by the history of particular monarchs for his histories, but that is well known that Shakespeare also employed other texts for the plots and details of his plays extending beyond the history, a common practice at the period in which he wrote.

Might we consider Shakespeare's plays rewritings of these earlier sources? Certainly, Shakespeare's works themselves have been reinterpreted, reworked, and retold countless times: the second essay in this volume addressed by Shakespeare in Soviet Russian translation; other offshoots in the twentieth century include the classic science-fiction film *Forbidden Planet* (1956) (a rewriting of the *Tempest*), the musical *West Side Story* (1957) (a rewriting of *Romeo and Juliet*), and Disney's animated film *The Lion King* (1994) (a rewriting of *Hamlet*). Reminding us of the intertextuality of literature, authors rewrite works and predictors for many reasons, from the interests of recognition

to political motives. Traditions, as McLaughlin demonstrated in his aforementioned keynote address, are based on this continuity.

Moreover, rewriting is not just a technique employed in literary discourse, with Durrell, for example, highlighting the significance of rewriting to the authorial process, demonstrating the human toil behind written creativity. In fact, whether you are rewriting another author's own previous drafts, rewriting the process without end, rendering the event completed manuscripts potential palimpsests of succeeding works. These four articles thus give insight into many of the various manifestations of this vital literary mode, consequently revealing how literature and literary tradition would not exist as we know them without rewriting (s).

f. Teaching Writing for Senior High School

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught. In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary. Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well.

When writing, Indonesian students who learned English as a foreign language need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development. Teaching writing for Senior High School is not an easy job, there is another factor

that makes writing is the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as narrative, descriptive, recount, and many more.

Each text has different characteristics. There are social functions, generic structures and language features. Usually the student can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another. In teaching writing, the teachers are faced on difficulties related to make their students can transfer their ideas. And one of the difficulties in teaching writing is about the low of exciting students in learning writing.

For this reason, it is very important for the teacher to know how to teach writing English enjoyable and can make the students excite and more interest in learn writing, actually writing narrative text. And the alternative ways to teach writing narrative text, in this study the writer offers one of media that used in writing class. It is teaching writing using short film or video.

2. Genre in Language Learning

a. Definition of Genre

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes. Also the level of context dealing with social purpose. Another definition, genre is a category used to classify discourse and literary works, usually by form, technique, or content. In other hand, genre can be defined as a culturally specific text type

which results from using language (written or spoken) to (help) accomplish something. The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of Genre

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:

- 1) Spoof, It is kind of genre that has social function to retell an event a humorous twist.
- 2) Recount, It is a kind of genre that social function to retell event for the purpose of informing or entertaining.
- 3) Report, It is a kind of genre that has function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.
- 4) Analytical Exposition, It is a kind of genre that social function to persuade the reader or listener that something in the case.
- 5) Hortatory Exposition, It is a kind of genre that social function to persuade the reader or listener that something should not be the case.
- 6) Anecdote, It is a kind of genre that social function to share with others or listener an account of an unusual or amusing incident.

7) Description, It is a kind of genre that social function to describe a particular person, place, or thing.

8) Explanation, It is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

9) Review, It is a kind of genre that social function to critique an art work or event for a public audience.

10) Discussion, It is a kind of genre that social function to present (at least) two points of view about an issue.

11) Procedure, It is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps.

12) News Item, It is a kind of genre that social function to inform reader, events of the day which are considered newsworthy or important.

13) Narrative, It is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. It deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

c. Narrative Text

1) Definition of Narrative Text

Narrative text is one of genre which is taught at ten grade students of SMK or SMA, MA. Celce and Murcia state that narrative is structured round the chronological development of events and is centered on a person or hero.

Consequently, a narrative is usually personalized or individualized tells about the events related to the person or persons involved.

To make it interesting, a good story must have interesting content. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, the writer can conclude that narrative text is a story tells us about something interesting that has purpose to amuse, entertain for the readers or viewers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

2) Characteristics of Narrative Text

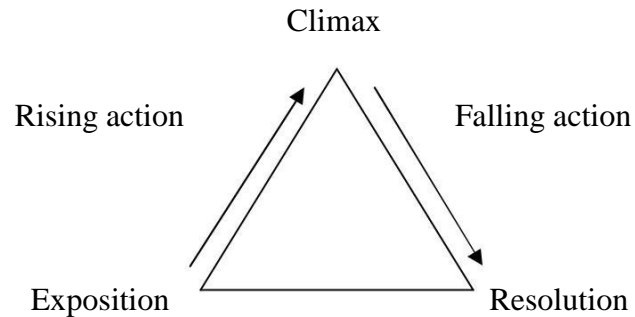
a) Social function

The social function of the text is to entertain reader or listener with the fictive or non-fictive experience. Beside the purpose, it is also deal with problematic or unusual events.

b) Generic structures

Narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

Figure 1. **Generic Structure of Narrative**



That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically include writing.

The Freytag triangle that was cited on consists of :

- i. The orientation, it establishes the characters and situation.
- ii. Rising action, it refers to a series of complication leads to the climax.
- iii. The climax is the critical moment when problem/ conflicts demand something to be done about them.
- iv. Falling action is the moment away from the highest peak of excitement.
- v. The resolution consists of the result or outcome.

3) Language Features of Narrative

Linda Gerot and Peter Wignell states that language features of narrative are:

- a) Focus on specific and usually individualized participant E.g.: Po, Aladdin, and Shifu
- b) Use of relational processes and mental processes E.g.: Tigress was unhappy, everything was so weird.

c) Use of temporal conjunctions and temporal circumstances E.g.: A few years ago, sometimes, once upon a time

d) Use of past tense

E.g.: lived, stayed, and was.

e) Use of verbal processes

E.g.: Said, told, and promised.

f) Use of material processes.

E.g.: The bomb exploded

Narratives are more demanding than recounts because they highlight a complication in the sequence of events. In narrative, the writer makes the plot suspense as she/he evaluates the complications. Narrative can become complex if more than one complication is included in the story before the situation is resolved.

4) Types of Narrative

A class list of narrative that was cited on Wiwin Suprianti's thesis might include the follows:

a) Adventure: a story that includes exciting and dangerous events that characters have to solve; e.g. junior detective stories

b) Horror story: a story which attempts to scare the reader or listener with frightening events but which usually ends happily; e.g. Dracula

c) Romance: a story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end.

- d) Fairy tale: a well-known story from folklore for children which often involves fairies or other magical characters.
- e) Epic: a story which deals with big themes and heroic achievements and events that are 'larger than real life'; e.g. Iliad, Beowulf.
- f) Moral tale: the stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.
- g) Myth or legend: stories which belong to a particular ethnic group and which attempt to explain the way of nature and the universe; e.g. Aboriginal legends.

5) Example of Narrative

Timun Mas

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child.

One night, while they were praying, Buto Ijo a giant with supernatural powers passed their house. He heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said Buto Ijo. The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, Buto Ijo gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. No longer after that, a big golden cucumber grew from plants. After it had ripen, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years

passed by and Timun Mas has changed into a beautiful girl. On her 17th birthday, Timun Mas was very happy.

However, the parents were very sad. They knew they had to keep their promise to Buto Ijo the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said father. "What do you mean, Father? I don't understand," said Timun Mas. Right after that, Buto Ijo came into their house. "Run Timun Mas. Save your life!" said the mother. Buto ijo was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. Buto Ijo was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became sea. Buto Ijo had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt Buto Ijo. However, he was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But Buto Ijo still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste or terasi. She threw it and became a big swamp. Buto Ijo was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

d. Writing Narrative Text

Writing Narrative text is difficult for almost the students of senior high school since they do not know what they have to write and what narrative is about. This study, the writer will give different ways for the students to learn how to write narrative text based on the film that they will be watched.

3. Medium in Language Teaching Learning

a. Definition of Media

The word 'media' derived from Latin Medias that means "between" or mediator. In Arabic media is (NOPQو) intermediary or mediator a message from sender to receiver message. According to Gerlach and Ely that was cited on Anny Martya's thesis, "medium is any person, material, or event that establishes condition, which enables learners or students to acquire knowledge, skills and attitude". It means that a medium will help to establish the condition for the learners to identify or describe something in order to gain knowledge, skill, or attitude.

In addition, Gagne and Briggs that was cited on Arsyad Azhar's book said that "medium is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer". In other words, "medium is a component of learning source or physical vehicles that consists of instructional material in students' environment which can motivate students to learn". It means that teaching learning medium is a kind of means or instrument used by teachers on conveying the materials to the students. The use of a medium is very needed to reach the purpose of teaching and learning process.

By using an appropriate medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that in teaching English in Indonesia, teachers

should make some strategies as well as medium to make the teaching learning process be conducted well.

b. Classification of Media

According to Anderson that was cited on Listiyaning's book, teaching media can be classified into three categories. They are:

1) Visual media, they are media that can be seen. I would captivate visual sense-eyes-mostly. It can be form of picture, moving picture or animation or flash card.

2) Audio media, they are media that can be listened. It means that audio media has sound in which listened by us and to mean

3) Audio-visual media, they are media that have sound and picture. Film is example from audio visual media in teaching.

4. Film in Language Teaching Learning

a. General Concept of Film

Film is a form of entertainment that enacts a story by a sequence of images giving the illusion of continuous movement. "Film in other definition is a sequence of photographs or drawings projected on a screen in such rapid succession that they create the optical illusion (because of the persistence of vision) of moving persons and objects".

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). In fact, film can fulfill different function for

learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students, video can provide variety, interest, stimulation and help to maintain motivation. “For advance students, video can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate”.

b. Types of film

Bordwell and Thompson that was cited on Retno Ayu’s thesis defined the types of movie or film as follow;

1) Documentary film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are;

- a) Compilation films; produced by assembling images from archival sources.
- b) Direct cinema; recording an ongoing event ‘as it happens’ with minimal interference by the filmmaker.

2) Fictional film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be

imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3) Animated film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4) Experimental film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are;

- a) The filmmakers want to express personal experience or view point
- b) The filmmakers may also want to explore some possibilities of the medium itself,
- c) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer,

Films based on duration are divided into two, namely:

1. Feature-Length Films

A feature film (or just “feature”) is a full-length film, the kind you buy a ticket for at your local theater. The term is also used to distinguish between films that are first shown theatrically versus those made for television. A

modern feature is typically between 80 and 180 minutes long, but different groups have different minimum lengths to be considered a feature.

2. Short Films

The Screen Actors Guild definition sets the minimum length at 80 minutes, while AFI and BFI's definitions call any film longer than 40 minutes a feature. The Academy also uses the 40-minute benchmark to determine if a film is a feature or a short. The Sundance Film Festival sets the line at 50 minutes. In many countries such as Germany, Australia, Canada, the United States, and also Indonesia, short story films are used as experimental laboratories and stepping stones for someone / group of people to later produce long story films. This type of film is mostly produced by students majoring in film or people / groups who like the world of film and want to practice making films well. Even so, there are also those who specialize in producing short films, generally these products are supplied to production houses or television channels.

d. The Advantages and Disadvantages of Film

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching-learning process, a teacher must bring all components into classroom and apply them.

There are many reasons why video (film) can be used in language learning:

1) Seeing language - in- use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language ‘when inviting someone out, or how American speaks to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and

communicative uses of the language, with students finding them doing new things in English.

4) Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Beside the advantages, use film as a medium also has several disadvantages. There are:

1. During playing film, teachers cannot explain any material because it can disturb students' concentration.
2. Students cannot understand the film well if it is played too fast.
3. If the listening equipment has bad quality, the students can not listen the sound of the film.
4. The equipment is expensive.

e. Film as Audio Visual Aids in Teaching Writing

Writing is one of productive skills that must be learnt in a language classroom. Learners engaged in a productive task can be come very frustrated when they do not have the word or the grammar they need to express themselves.

In teaching learning process, teachers are expected to make it more interesting through the medium used. Film is one of the media that can be used in teaching writing, especially in writing narrative text. By using film, teacher can

give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them.

1. Applying Short Film in Teaching Writing Narrative Text

In the process of teaching, teacher can use stimulate media to stimulate her/his students' interest. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher uses film especially short film. The main aim of short film in teaching of narrative text is to help the students catch and express their ideas in writing. From short film, the students will get overall description of film such as setting, plot, character, moral values and others.

Film can be more effective than other instructional media relating one idea to another, building a continuity of thought, creating dramatic impact. The overall description of film is in line with narrative texts which contain generic structures and linguistic features. Short film can be used for rewriting or retelling a story. Teacher can begin the lesson by giving question related to the film that would be watched. After that, lets the students watch it.

Before the students watch the film, teacher guides students to make notes related to the film such as setting, character, and others. The teacher gives questions based on the film that will be eased the students to make a narrative text by arranging the answer of the question. Teacher should explain that students are not allowed to interrupt while the film is playing because it can

disturb students' concentration. If students find difficulties in vocabulary, they can ask teacher after the film ends or they can open the dictionary.

After they have done with the text, teacher asks students to discuss together about overall description of film by connecting narrative text material that consists of the generic structure and linguistic features and asks students, to analyze the film together. It means that the students must share their idea, feeling, or anything that exist in their mind after they watch the film and focus on generating idea, organizing coherently, revising it into good composition, and editing text for appropriate grammar. By using short film, students will be more interested in learning writing. Besides that, they will practice regularly especially in writing.

B. Previous Research

There is some research conducted in English writing. One of them is a study by Wiwin Supriyanti (053411264), English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang. Her thesis is *The Effectiveness of Fairytale Movie as a Medium in Teaching Narrative Writing (an Experimental Research a Study with VIII G and VIII H students of 8th grade students of SMP 18 Semarang in the Academic Year of 2009/2010)*. She did this study because she wants to know effective or not of using fairy tale movie to help in teaching narrative writing. The result of the study shows that after the treatment, there is a difference in the students' achievement in writing narrative text between students of experimental class and control class. The two groups are at the same level. Meanwhile, the research shows there were different improvement between two classes. The average score for the experimental class was 71.5 and 65.5 for the control class. This research was successful because there was improvement of students' achievement in writing narrative text.

The similarities between her research and the writers are on the object of study that is writing, and the data analysis that uses writing test, and calculates the achievement of study. The difference is on media that used in the research of collecting data whereas the writer uses short film/movie and the previous researcher uses fairy tale movie. The use of research approach is also different, while the writer uses classroom action research and the previous researcher used experimental research.

Beside of that, thesis entitled “The Effectiveness of Using Pictures in Teaching of Narrative Text Writing to Improve Students’ Achievement” by Abdul Mufid (3104217). The researcher conducted the research based on the problem that was faced by the students in writing, where they were low in writing skill. The result of the research showed there was a significant difference in their writing skill after teaching by using pictures as a medium in teaches narrative text. Both the previous researcher and the researcher focused on the teaching of writing narrative text. But they were different in the teaching media. Abdul Mufid focused on the use of picture, while the researcher focused on the use movie. Although they were different in teaching media, but both of them gave contribution in teaching writing.