CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter covers the result of reviewing some theories which relevant to the topic of the study. These reviews are expected to serve the important background information to support the study and the discussion of findings. Those are, some theories related to the topic and previous study.

A. Writing

1. Definition of Writing

Writing is an activity to express the opinions and ideas in the form of words. Writing is the most difficult skill for all language users: foreign, second or even first language. The difficulty lies is not only in organizing and generating the ideas but also in writing down the idea in the readable paragraph. Writing skill are very complicated. Foreign language writers have to pay attention on planning and organizing of punctiation, word choice, spelling and so on. Writing is one of productive skill that should be mastered by students.

According to Meyers (2005 : 2) says that writing is a way to produce language. Writing is communicating with other in a verbal way and an action of the process of discovering and organizing the idea and putting them on a paper. Meanwhile, Nunan (2003: 88) stated that writing is the

process of thinking to invert ideas, thingking about how to expresss into good writing, and arranging the ideas into statement and paragraph clearly.

Ockuz (2005: 3) defines that writing is a powerful instrument for students to use to express their thought, feeling, and judgments about what they have read, seen, or experienced. On the other hand, according to Caroline (2005 : 98) writing is a combinationand product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that polished and comprehensible to readers.

From the definition that have been stated, writing is a way of producing language from our thought. By using writing, we can share our ideas, feeling or anything that exist in our mind. Writing also is activity which produces something from mind. The process of writing are from thinking and organizing the idea into good sentences and paragraph. At the end of writing process, writing as a process to produce written product that will give any information to readers in the form of a paper, an essay or a story.

2. Text Type

In writing text, the writer must be consider what the type of text that will be written. According to Anderson (1997: 1) stated that a piece of text is created when words are put together to comminicate a meaning. Meanwhile, Feez (2002: 4) stated that creating texts requires making choices about the words that are used and how it can be put together. She also

explained that there are various kind of texts called text type. Feez (2002: 85-86) classified the families of text type according to the table 2.1 below:

Table 2. 1 Text-type According to Feez (2002: 85-86)

1. Exchanges
 	
   a. Simple exchanges relating to information and goods and services
 	
   b. Complex or problematic exchanges
 	
   c. Casual conversation
 	
2. Forms
 	
   a. Simple formatted texts
 	
   b. Complex formatted text
 	
3. Procedures
 	
   a. Instructions
 	
   b. Procedures
 	
   c. Protocols
	4. Information texts
	
	   a. Descriptions
	
	   b. Explaination
	
	   c. Directives
	
	   d. Texts whice combine more than one of these text-type
	
	5. Story text
	
	   a. Narratives
	
	   b. Recounts
	
	6. Persuasive
	
	   a. Opinions text
	
	   b. Expositions
	
	   c. Discussion

According to the standard competence and the basic competence of the Curriculum K.13 of students at the tenth graders, the students are

required to write the narrative text orderly and grammatically. In order to produce qualified narrative text, it is necessary to stimulate students' ability in expressing ideas and providing guidance in their writing process. Beside, they also needed the support by providing them with understandable and qualified inputs.

3. **Narrative Text**

   a) **Definition of Narrative Text**

   Narrative text is one of text which is taught at the tenth graders students of Senior High School (SMA and MA) in Indonesia. Kane (2000: 363) defines that narrative is a meaningful sequence of events told in words. Beside, Celce and Murcia (2000: 51) stated that narrative is structured round the chronological development of events and is centered on a person or hero. Therefore, "a narrative is usually personalized or individualized tells about the chronological events related to the person in the form of words".

   According to Anderson (1997: 8), a narrative is a piece of text which tells a story and, in doing so intertains or informs the reader or listener. Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative deal with problematic events that lead to a crisis or turning points of some kind, which in turn finds a resolution. Anderson (1997: 14) also explained that good narrative uses words to paint a picture in our minds of: what the

characters look like (their appearance), where the action is taking place (the setting), and hoe things are happening (the action).

From the definition above, it can be concluded that the narrative text is a text which tells a chronological story of events which have the purpose to amuse and entertain the readers or viewers in the form of written. Narrative can be in the form of legend, fables, fairy-tales, etc.

b) **Characteristics of Narrative Text**

1) Social function

According to Feez (1998: 95), the socil function of the text is to amuse and entertain reader or listener with the fictive or non-fictive experience. Beside the purpose, it is also deal with the problematic or unusual events.

2) Generic structure

According to Neo (2006: 27) narrative has a structure, a shape or pattern. It can be represented graphically in the figure 2. 1. Below

Figure 2. 1. Structure of Narrative Text

Climax

Rising Action   Falling Action

Eksposition   Resolution
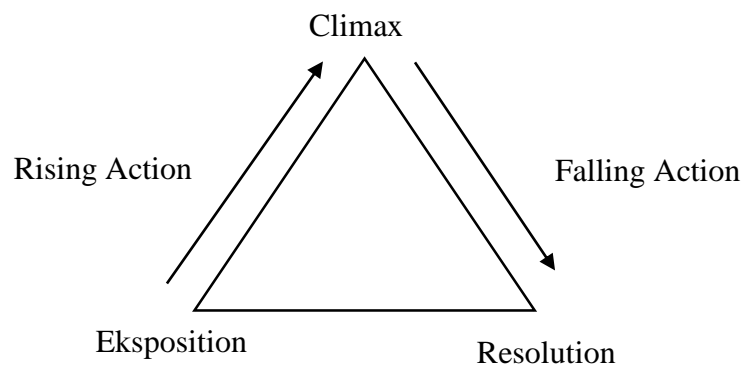
The picture is known as the Freightag triangle. The idea of the Freightag triangle is to serve as a kind ofblue print of map whivh can be used to gguide us systematically include writing.

The Freightage triangle that was cited on consist of:

i. The orientation, it establised the character and situation.

ii. Rising action, it refers to a series of complication leads to the climax.

iii. The climax is the critical moment when the prblem/ conflicts demand something to be done about them.

iv. Falling action is the moment away from the highest peak of the excitement.

v. The resolution, consist of the result or the outcome of story.

c) **Language Features of Narrative Text**

According to Gerot and Wignell (1994 : 204), stated that lenguage features of narrative text are:

1) Focus on specific and usually individualized participant

E.g.: *Po, Sangkuriang, Shifu.*

2) Use of relational processes and mental processes

E.g.: *Tigress was unhappy, everything was so good.*

3) Use of temporal conjunction and temporal circumstances

E.g.: *Once upon a time, a few years ago, sometimes.*

4) Use of past tense

E.g.: *Lived, went, was/were,* etc.

5) Use of verbal processes

   E.g.: *Told, said and promised.*

6) Use of material processes

   E.g.: *The tomb exploded.*

d) Types of Narrative

Narrative text has various of type, According to Supriyanti (2009) on her thesis, the class list include the follows:

1) Adventure: a story that contains excitung and dangerous events that the characters have to solve; e.g. Junior Detective Stories

2) Horror story: a story which have the character to scare the reader or listener with frightening events but which usually ends happily; e.g. Dracula, Zombie

3) Romance: a story which deals with romantic love. There are some obstacles in the way buut true love usually wins out in the ends.

4) Fairy-tale: a well-known story from folklore for children which often involves fairies or other magical characters.

5) Epic: a story which deals with big themes and heroic achievements and events that are 'larger than real life'; e.g. Iliad, Beowulf.

6) Moral tale: the stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.

7) Myth or legend: stories which belong to a particular ethic group and which attemt to explain the way of nature and the universe; e.g. Aboriginal legends, Sangkurian, etc.

e) **Example of Narrative Text**

Timun Mas

Timun Mas or Golden Cucumber is a <u>folktale</u> adapted from Central Java. This story featured one young brave girl called <u>Timun Mas</u> and a giant called Buto Ijo or Green Giant.

The story begins with and old widow named Mbok Srini who lives by herself and wish to have a descendant to accompany her during her old times. Her wish came true when a green giant, Buto Ijo came to her on her way home and blessed her with a child.Buto Ijo gave her a huge golden cucumber and asked her to promise to give her first child to him to devour. By the time Mbok Srini got home, she eats the cucumber and spread the seed on her yard.

The weird thing is the cucumber tree had only one huge golden berry. When harvest time comes, she took the huge golden cucumber grows on her yard. She was surprised to find a cute baby girl in it. Mbok Srini decided to name the baby Timun Mas for she was found in the golden cucumber. She was so happy that finally she had someone to take care of and accompany her for in her old days. With her joy of taking care Timun Mas, Mbok Srini forgot about her promise to Buto Ijo. She raised Timun Mas until she grew up and became a lovely, smart and brave young lady.

One day, Buto Ijo pay a visit to Mbok Srini's house and asked to devour Timun Mas. Mbok Srini told Buto Ijo to come another day and

lied to him and told him that Timun Mas doesn't feel well on that day. Mbok Srini who has taken Timun Mas as half of her soul tells her daughter to run away. She packed her with magic cucumber seed, needles, salt and shrimp paste in her bag which she got from a local religious leader.

On the next day Buto Ijo came to Mbok Srini and find out that Timun Mas has run away. He chased her and found her on the way she runs. Timun Mas threw the magic cucumber seeds, it grows so fast and tied the giant and hold him while Timun Mas continued her run. The giant could get away easily from the trendils. Timun Mas then threw the needles which directly turn into bamboo forest once it touch the ground. However, the giant could pass through it though it has injured his feet.

Timun Mas desperately opened the last thing her mother gave to her, the shrimp paste turns into boiling volcanic mud and drowned him. She was so happy that she finally managed to get away from Buto Ijo. She harshly went back to her mother house and hug her. Both Timun Mas and Mbok Srini were so happy that they could get away from such situation. They live happily since then till the rest of their life.

This story is adopted from:

https://www.timesindonesia.co.id/read/news/305531/folktale-the-legend-of-timun-mas accessed on 07, March 2020 at 06.12.

B. Movie

1. Definition of Movie

Movie is a kind of ententainment which relatively close to the students. Therefore, by combining teching-learning process with the appreciation of movies will be effective to stimulate students in learning. Summer (1992:6) defines that film is:

1) A roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema,

2) A story, play, etc. recorded on film to be shown in the cinema, television, etc.

According to Kirkpatrick (1993:495) states that film as a series of connected cinematographic images projected on a screen. In addition, Lorimor (1995:506) explaines films can record culture, and they can treat social or political issues and other aspect of societies to see aspect of the world that are difficult or impossible to observe with naked eyes. So, it can be concluded that movie or films is a series of pictures or events that are arranged with the aim of providing information or stories contained in life, culture, social and community aspects to find out what is happening or will take place.

2. Type of Movie

Bordwell and Thompson (1997:50) defines the types of movie or film as follows;

a. Documentary film

Documentary film support to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. Based on Bordwell and Thompson (1997:44) there are two types of documentary films, they are:

1) Compilation Film; the film is produced by assembling images from archival sources.

2) Direct cinema; the film which is recording an ongoing event 'as it happen' with minimal interference by the filmmaker.

b. Fictionary film

A fictional film presents an imaginary beings, places or event. However, if a film is fictional, this does not mean that it is completely irrelevant to reality. 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 refilmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

c. 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.

d. 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;

1) The filmmakers want to express personal experience or view point,

2) The filmmakers may also want to explore some possibilities of the medium itself,

3) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

3. **Advantage and Disadvantage of Movie**

Teaching-learning in general or english teaching-learning in particular is a combined of various component to reach a certain goal. It means that the success of teaching is not measure by a single component, by the role and step of the whole component involved. Hence, in process of teaching-learning, a teacher must bring and master all component into classroom.

Harmer (2001) explaines that there are many reasons why video (movie) 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 though 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 values 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 themselves doing new things in English.

4) Motivational

For all the reasons so far mentioned, most students show an increased levelof 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 of using movie in the process of teaching-learning, the use of movie also has several disadvantages. There are:

1) Students can not understand well if the actor or character in the film speaks too fast.

2) Teacher can not explain the material during playing movie because it can disturb students' concentration.

3) If the listening equipment has bad quality, the students will get problem in their listening of the sound.

4) The equipment is relative expensive.

C. Teaching Writing Using Movie

In the teaching learning process, teacher can use instructional media to stimulate their students' interest in their subject. In the other hand, the teacher has to think the appropriate and effective media which can be applied in the process of teaching-learning. In this study, the researcher applies movie or film espesially Short Cartoon Movie. According to Derewianka (1990:32) states that a narrative can be learning through video/movie. Tomalin (1994:50) also recomended the use of time in viewing the movie between 30 second and 4 minutes.

The main purpose of Short Cartoon Movie in teaching of narrative text is to help and stimulate the students to reach and express their ideas in writing narrative text. Lonergen (1988:2) states that four of five minutes of movie materials can easily provide enough stimulating input for one hour in teaching. From Short Cartoon Movie, the students would be get overall description of plot, setting, character, moral velues and others. The overall description of the

film is consistent with the narrative text, including generic structure and language features.

By using movie as instructional media, a teacher will be able to deliver and transfer messages to the students through visually, orally and aurally, or even the three of them. This can be done to avoid monotonous teaching-learning process during online learning. Movie is a media which have a very big ability in contributing teaching learning process, espesially in writing. So, it can be used as one of the educational media.

D. Previous Study

There are four previous relevant studies that can be reference for this study. The first relevant study was conducted by Dyah Setya Astiti from State University of Yogyakarta who graduated in 2012. The thesis entitled "IMPROVING ABILITY TO WRITE NARRATIVE TEXT USING ANIMATION MOVIES OF THE ELEVENTH GRADE STUDENTS AT MAN 2 YOGYAKARTA IN THE ACADEMIC YEAR 2012/2013". This study can be said to be the closest study in this thesis. It is simply because the variable of the research is the same, which is the using of movie to the students' narrative text ability. This study was CAR which has the purpose to breaking out the problems that found in the class. This result of this research showed that the use of animation movie is able to improve students' writing skill of narrative text in terms of ideas, organization and grammatical features.

The second one is "TEACHING SPEAKING BY USING SHORT CARTOON MOVIES TO SENIOR HIGH SCHOOL STUDENTS" conducted

by Fitrona Hadryanti and Don Narius from State University of Padang who graduated in 2016. This study was to find out whether the applied of Short Cartoon Movie can improve the students speaking skill well. The analysis showed that the use of cartoon movies can help the students to more understand and memorize the story before they are going to retell the story in front of the class.

The third one is conducted by student of English Language Teaching Department of Ar Raniry State Islamic University named Rahayu Sapitri under title "THE USE MOTIVATIONAL MOVIE TO IMPROVE STUDENTS' LISTENING COMPREHENTION" that was completed at 2018. The objective of this study is to exemined the use of Motivational Movie in Listening comprehension. This study using pre-experimental research which had the result that the value of pre-test was 77,23 and post-test 90,76. Beside that, by comparing the value of t-observed (9,91) and the value of t-table (1,70), it can be conclude that the result of t-observed was greater than t-table. It meant the using of Motivational Movie in Listening comprehension gave positive influence.

Later, the researcher found another study completed in 2016 Entitled "THE EFFECTIVENESS OF ENGLISH CARTOON MOVIE TOWARD VOCABULARY SCORE AT THE SEVENTH GRADERS OF MTs MUSLIMAT NU PALANGKA RAYA", by Uswatun Hasanah the student of language education of State Islamic Institute of Palangka Raya. This study was focused on the teaching vocabulary using english cartoon movie. The findings

of this study showed that the T-test using SPSS 18.0 calculation found $t_{observed}$ (3.201) was higher than t_{table} at significant level of 5% (1.99). It could be said that the alternative hypothesis (H_1) was accepted, and the null hypothesis was rejected (H_0). It meant that teaching vocabulary using English Cartoon Movie gave significant effect on vocabulary score at the school.

If those studies are compared with this research, there are some similarities and differences. The first study has something in common, the thing which investigated is the using of movie to the writing narrative achievement. The difference lies, in the research design which have been used by the researcher. In the first study, the researcher using CAR design which has the purpose to break-out the problem of students of MAN 2 Yogyakarta as her subject in the writing narrative text ability by using animated movie, while in this study, researcher using Quasy-experimental research design to examine the effectiveness of using short cartoon movie in the writing narrative text ability.

Compared with the second and third studies have similarities with this study because the aim is to analyzed the media in teaching english language by using movie. But, the difference lies is in the skill that will be develop. In the previous study, the second one developed the speaking skill and the third one developed listening skill by using movie, while in this thesis, the reasearcher will develop the skill of writing especially in the narrative text by using short cartoon movie. Beside that, compared with the fourth study, it intended to measure the effectiveness of english cartoon movie toward vocabulary skill,

while in this study, researcher will examine the ability of students writing skill in narrative text.

The researcher concluded that the using of movie as a media in teaching english language can improve not only english skill, but also english component. It have been proven by some studies that the using movie as media in teaching english could be alternative way to improve their skill. The aim of this study is to measure students' writing skill in the narrative text by applying movie as an alternative media toward online learning during this Covid-19 pandemic. This study focused on examining students' writing skill in the level of Senior High School especially in the tenth graders students.