

CHAPTER II

REVIEW OF RELATED LITERATURES

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. The Teaching of Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005: 2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Harmer (2004: 86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them

manageable. Writing is really a form of thinking using the written word. Writing is a process of steps, from the idea to the finished manuscript. Students will improve their writing as they increase their ability to complete each step in the process. An assessment of student writing that includes review and discussion of each step will help students understand what works in their writing and why it works. From the definitions above I can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

Among many different kinds of exam tasks that are currently in use, the following are some of the most common, there are: applications latter and CVs, articles, reports, and reviews, description of pictures, paintings, or events, discursive compositions, leaflets, letters (informal and formal), narratives, transactional letters (Meyers, 2005: 8-9).

According to Enre (1988:148) the aims of writing are: desire to explain or to inform, desire to tell something as it was looked and heard, desire to tell something about something happened, desire to convince someone.

Mean while, Flower (1989:54) suggests a more elaborate definition:

“Writing is a social act that can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of surrounding practices and other techniques, researchers seek to develop more complete accounts to local writing contexts”.

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.

1. Elements of Writing

According to Harris (1969:68-69) that there are four elements of writing, they are:

a. Mastering Vocabulary/Diction

He stated that vocabulary's mastering/ diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts; mastery of vocabulary can improve by reading and listening a lot. The learners can't write effectively or express their knowledge and ideas both orally or in written form if they do not sufficient vocabulary. Someone cannot give accurate information if he does not have sufficient information. He also can give wrong information because he does not find appropriate words to express his writing. So by having enough vocabulary it will help a writer to write their written.

Vocabulary is more than a list of target language words. As a part of the language vocabulary is intimately interrelated with grammar. The teaching of vocabulary is assumed as rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension based approach to language development.

b. Mastering Grammatical Rule's / Sentence Structure

Mastering grammatical rule's/ sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

Grammar is the rule about how words change their form and combine with other words to make sentences. According to Richard et al (1999:161) Grammar is a description of a language and the way in which linguistic units such as word and phrases are combined to produce sentence in the language. It is needed for students to arrange a correct sentence in written. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

By using grammar well, someone will write accurately. On the other hand, if someone writes by using grammatical errors, his/her ideas will not get across easily.

c. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals. It means that coherence can be defined as the ability to write paragraph accurately. These signs indicate that the writer does not have to spend a lot of time searching for the language items needed to express the message.

d. Spelling

Spelling is one of the most difficult and confusing aspects of the English language. There is often a discrepancy between the pronunciation of a word and its spelling. It means that they cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem; the students are suggested to open dictionaries before they are going to write.

2. Steps in Writing

Writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with others and ourselves Cohen and Riel (1998). Based on that statement, researcher can take some points that writing is a kind of action that has communicative purpose to share observation, information, and idea either with us and other people. It is clear that those definitions of writing have the same purpose that is communicating the researchers' idea, thought, and feeling through written language form and must be clearly understood by us and others.

According to Meyers (2005: 3 – 12) there are six steps to make a good writing, among others:

a. Exploring Ideas

Writing first involves discovering ideas. Before writing, explore mind freely. And then record those thoughts by writing on whatever she can. As in speaking, must have something to say, a reason for saying it, and someone to say it to. There are consisted of:

1. Your Subject

Before writing ask her, “what is the subject or the material want to write about and what do researcher knows about it?” Choose a subject that she care about and know about (or can find out about). Then researcher will have something interesting to say, and researcher will say it more clearly and confidently. Researcher must select and then narrow the subject from the general that will practice doing that in the exercise that follows

2. Your Purpose

After deciding the subject, now ask her, “What is the purpose?” Communicating always has a purpose: to persuade or to entertain or may be to do all three. Researcher could inform, persuade or to entertain her classmate with example of odd incidents that have experienced at her job.

3. Your Audience

After deciding the subject and purpose, ask her, “Who is the audience?” To answer to that question will determine what say about the subject and what the purpose that hopes to achieve. Researcher may need to provide a lot of evidence to persuade a reader who does not agree with the opinion, but provide far less for someone who tends to agree.

b. Pre Writing

The second step of the writing process involves writing thoughts on paper or on the computer. Don’t worry about making mistakes because researcher will probably change the mind and wording later anyway. This step is called pre

writing. It is a time to relax, to write quickly and to begin organizing thoughts.

There are consisting of:

1. Brainstorming

According to Becky (2006: 112) children brainstorm to generate ideas for writing. One way to capture thought is by brainstorming, or listing thoughts as the researcher come. Researcher might brainstorm a second or third time to generate more ideas. It is organizers to help develop a word list for writing, decide the type of writing, and determine the purpose for writing.

2. Clustering

Clustering is writing a key word or phrase and then jotting down other ideas that spring from it, tracking this path of ideas with connecting lines. Her key word or phrase may generate a number of ideas that radiate from it; each of these, in turn, may produce additional ideas.

In clustering researcher writes the subject in the middle of the page and then circle it. The researcher writes related ideas around the circle occurred. Then the researcher circles the idea and connects to the subject circle. These related ideas are like branches.

3. Free Writing

Another way to get started is free writing. It is simply write about the subject without worrying about sentence, structure, spelling, logic and grammar. Writing would speak so that can get the ideas down fast.

Allows the researcher generate thoughts that will help formulate ideas to write about. Put a pen to the paper and begin to write. Don't stop to think, organize, critique, etc. – Just Write! Write as fast as she can, the faster the better.

c. Organizing

After having ideas put into the words, and begin to organize them. This process involves selecting, subtracting, and adding. Think again about the purpose and audience what goal does want to accomplish – to inform, persuade, or entertain? What point does want to make? And what should tell the readers so that can accomplish those goals? Return to pre writing and do the following:

1. Underline or highlight best ideas in the brainstorming list, putting related ideas together. Add to the as more ideas occur and remove or ignore the parts that are not related choices.
2. Choose the part of the clustering diagram that has the best ideas. Do a second clustering diagram that explores those ideas in greater detail. Ignore the parts of the original diagram that are not related choice.
3. Circle or highlight the best parts of free writing. Do a second even a third free writing on them, Ignore the parts of each free writings that are not related choice. And focus more specifically subject and add more details.
4. Outlining

After selecting, subtracting and adding, the researcher can make an informal outline.

(Meyers, 2005: 5-6)

d. Writing the First Draft

Researcher have done some pre writing, selected the best ideas, expanded on them, and arranged them in some reasonable order. Now begin the first draft of the paragraph. Don't worry about being perfect, so write fast as if were speaking to readers. Some steps for drafting can be stated as follows:

1. Say something about before write in
2. Write fast by hand or by computer
3. Use only one side of the paper
4. Leave wide margins and double space to make room for changes.
5. Save the work every five or ten minutes on the computer.

(Meyers, 2005: 6)

e. Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what have already written. When revise, examine how well to first draft make its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cut out ideas that do not support the point, and changing the wording of sentences. These are some tips for revising:

1. Make notes in the margins or write new material on separate sheet of paper.
2. Circle words that think misspelled or will want to change later
3. Tape or staple additions where them want to go.

4. On the computer, use cut and paste or insert commands to move things around.
5. Print out a double space copy for revisions: slow down and revise in pencil.

(Meyers: 2005: 7)

f. Producing the Final Copy

There are two steps in producing the final copy, they are:

1. Editing

After revised the paragraph, edit the work. Check in carefully. Focus on grammar, words choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it again with all corrections. This draft should be net and should represent the best effort. (Meyers, 2005: 8)

Experienced readers will expect the writing to be free of errors. Therefore, the researcher has a responsibility to find and eliminate mistakes so that she do not distract or annoy reader. Many researchers make the mistake of hunting for errors too soon, before they have revised for the larger concerns of content and effective expression. Editing should really be saved for the end of the process.

2. Proofreading

The final stage in the revision process is proofreading (Meyers, 2005: 8). That means carefully reading drafts more than once to check that revisions and editorial changes were made correctly.

B. Description of narrative text

A narrative is a story that is created in a constructive format (as a work of speech, literature, **pictures**, song, **motion pictures**, television, video games, theatre, musical theatre, or dance) that describes a sequence of fictional or non-fictional events. The word derives from the Latin verb *narrare*, "to recount", and is related to the adjective *gnarus*, "knowing" or "skilled". Ultimately its origin is found in the Proto-Indo-European root *gnō-*, "to know". The word "story" may be used as a synonym of "narrative", but can also be used to refer to the sequence of events described in a narrative. A narrative can also be told by a character within a larger narrative. An important part of narration is the narrative mode, the set of methods used to communicate the narrative through a process called narration. Wikipedia (20-12-2010, accessed on July 26th 2014).

Narrative is the most famous type of any texts. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets the reader response to some event in her life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

“A good narrative uses word to paint a picture in our mind of:

- a. What characters look like (their experience),
- b. Where the action is taking place (the setting),
- c. How things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.”

Anderson (1997: 14)

Narration is telling a story. And to be interesting, a good story must have interesting content. It should tell us about an event your audience would find engaging. They might even think of their narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events arranged in order in which they happened or in some other effective ways that should use for narrative that achieves all of the following goals:

- a. It is unified, with all the action a developing central idea.
- b. It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.
- c. It introduces the four *WH* of a setting- who, what, where, and when- within the context of the action.
- d. It is coherent; transition indicates changes in time, location, and characters.
- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- f. It builds towards a climax. This is the moment of most tension or surprise a time when the ending is revealed or the importance of events becomes clear.

The language features usually found in narrative texts are:

- a. Specific characters.
- b. Time words that connect to tell when they occur.
- c. Verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting.

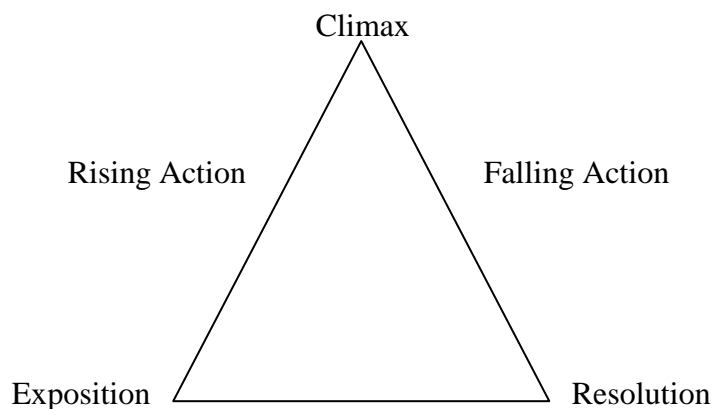
(Anderson, 1997: 15)

A narrative paragraph can be fun to write because it tells a story or relate an event. It has a beginning (orientation), a middle (complication), and an end (resolution). In a beginning tells who were involved in the story, when and where. In middle tells a problem arises followed by other problems. In an end tells the solution of the problem. Any time we go to a movie or read a fiction book, such as fairy tales, fables, myths, tall tales, and so on, we are looking at narrative. There are several important elements make up a story:

- a. Setting, the location of the narrative. Where does the story take place?
- b. Theme, the theme is the basic idea of the story. Very often the theme will deal with a topic that is common in life or human nature, such as greed, envy, love, independence, and so on.
- c. Mood, the mood is the feeling or atmosphere that the writer creates for the story. It could be happy, hopeful, suspenseful, and scary. Both the setting and descriptive vocabulary create the mood in a narrative.
- d. Main characters, the people described in the narrative text. Who are the essential actors in the story?
- e. Plot, the action and events of the narrative text. What happened to the main characters?
- f. Climax, the most interesting or exciting point of the plot. What is the narrative text's single most dramatic, tense, or engaging moment?

- g. Ending, the resolution of the story, also called the denouement. How are the issues in the plot resolved?

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



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 writing. The Freytag triangle consists of:

1. The composition, it establishes the characters and situation.
2. Rising action, it refers to a series of complication leads to the climax.
3. The climax is the critical moment when problem/ conflicts demand something to be done about them.
4. Felling action is the moment away from the highest peak of excitement.
5. The resolution consists of the result or outcome.

(Neo, 2005: 2)

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a series of events, during which she/ he usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) toward them from reaching their goal.

c. Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end?')

e. Reorientation

It is an optional closure of event.

In writing composition, based on the type of mistakes, according to Meyers (2005: 9) made classification into these following areas:

- a. Structure
- b. Tenses – especially past tense
- c. Personal pronouns
- d. Conjunctions
- e. Punctuation
- f. Articles
- g. Prepositions
- h. Capitalization and spelling

C. Media for Teaching Writing

The theory that said to find an idea or develop an imagination is influenced by some factors. Students need something to write about. Before asking students to write; make sure that they have enough firsthand experiences. Trips, creative activities, television shows, movies, and sports event can be exploited for writing material. (Janet W. Lerner, 1985:423)

Since students generally feel frustrated and afraid to learn English, it is important for teachers to use instructional methods such as picture series to increase students' writing skill. Picture series can be used to develop students' writing skill. They are read by means of illustration of the story depends on what the students visualization. Picture series help students to be inspired to have more creative ideas. By the detail illustration is offered by picture series, students are able to write good sentences which are arranged into good stories effectively. Picture series are used as additional tools to motivate students to develop their vocabulary to express their ideas. By having many vocabularies, students can be guided to expand their sentences. They are also potential to develop their writing

skill. Besides that, students have more flexibility and freedom to write what they want to express by using picture series. They are able to write well-developed story so that they can share with others. Moreover, picture series are excellent device in providing both in purpose and contain for writing activity. Picture series not only provide students with the basic materials but also stimulate their imaginative powers (Heaton, 1975). Then, one way to get students write their creative ideas is by using interesting picture series. Like what people say that “a picture is worth a thousand words”.

A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing (Sudjana, 1991: 12). It means that picture is one of the media of communication that can show people, place and thing that are far from us.

Cartoon movie can be called by movable picture, picture that can move. Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. In another words, movie can be called by film. A film is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. (Harmer, 2001:282).

Film, as stated in Microsoft Encarta (2006), is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world

for a short period of time. But movies or film can also teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation. (www.encharta.msn.com)

Motion pictures are recorded using specially designed cameras that capture the images on rolls of film. After being processed and printed, the film is run through a projector, which shines light through the film so that the images are sparked on a screen. Most movies have accompanying sound. The functions of film are to educate, entertain, enlighten and inspire the audiences, and in this case the writer tried to use film or movies in the teaching and learning process of narrative text writing. The writer thought that film can also be used as an alternative method in teaching narrative text writing, because the student will get a new experience in their class that is quite different from their daily experience in their class, and for the teacher a film can be used as an alternative method in teaching that is suitable with their classroom situation.

Another opinion about film given by Summer (1992: 476), film is:

- a. A roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema,
- b. A story, play, etc. recorded on film to be shown in the cinema, on television, etc.

Meanwhile, Kirkpatrick (1993: 495) defines film as a series of connected cinematographic images projected on a screen. Coulson (1978: 622) states that

film is story, incident, etc. recorded on film in, moving pictures. In addition, Lorimor (1995: 506) states that 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.

Based on the definition of film I can conclude that film is a work combining a story, scenes, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc.

1. Teaching Writing by Using Picture Series as Media

In this research, picture series mean writing narrative text by using picture series. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing (Sudjana, 1991: 12). It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture series can be used to develop students' writing skill. They are read by means of illustration of the story depends on what the students visualization.

Picture series help students to be inspired to have more creative ideas. Moreover, picture series are excellent device in providing both in purpose and contain for writing activity. Picture series not only provide students with the basic materials but also stimulate their imaginative powers (Heaton, 1975).

According to Amir (2002: 48) some advantages that will be got by using picture series in developing students' writing skill in narrative text. They are:

- a. Pictures series create the enjoyment in the writing process.

The usage of picture series is one successful way to motivate students in learning English writing. It is an interesting way for the students. Teaching writing by using picture series provides the motivation for students to write. Picture series can be used as device to create students' enjoyable feeling in the writing process. When the students' environment is fun, they will be freer and more confident to share their feelings, ideas, and thoughts in writing. Then, the results of the students' writing will be better when they use picture series as their guide in writing their narrative story.

- b. Picture series develop students' creativity in writing.

"A picture is worth a thousand words". Students can develop their stories based on picture series they see freely. This activity leads them to think about what they have never thought before. Students have to create their own stories by using picture series they have.

- c. Picture series can increase students' vocabulary.

Picture series are suitable media to introduce new English vocabulary to the students. They are also the appropriate media for teaching and learning process, especially when these media are given in the right technique to make the learning activity runs well.

On the other hand, there are some disadvantages sides of using picture series to teach writing narrative text to the students. They are:

- a. The students sometimes cannot connect one picture to another by their own words although there have been a series of pictures.
- b. Students are not able to use oral language skill effectively. In this case, students find difficulties in presenting their writing in front of the class. They cannot present their stories fluently and communicatively. Therefore, teachers need to give the chances for the students to practice dialog or monolog in the stories they made before.
- c. The teachers do not have enough time to teach and evaluate the writing process. In the writing process, students are given such picture series to be done into narrative text. Students have to work by their own. Teachers only give them some important rules which are usually become unclear directions.

From that definition, I can conclude that “picture series” teaching method is a method in teaching English, especially writing genre (narrative text) by using a series of picture. One picture has a correlation each other that show a sequence of events to make easy for the students in arranging words and sentences to be a good paragraph.

2. Teaching Writing by Using Cartoon Movie as Media

In this research, cartoon movie means writing narrative text by watching cartoon movie. Cartoon movie is a movie in short time for about 4 to 7 minutes.

After watching the movie, the students rewrite what they have watched by using their own words.

Cartoon movie can be called by movable picture, picture that can move. Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. In another words, movie can be called by film. A film is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. (Harmer, 2001:282).

Harmer (2002:282) states that the advantages of using film in teaching and learning process are:

a. 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.

b. 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.

c. 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.

d. 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.

On the other hand, there are some disadvantages sides of using movie or film to teach writing narrative text to the students. They are:

a. The teachers aren't ready enough in applying this method.

It means that the teachers don't know how to use or operate the tools as like video, computer, projector, in focus, etc. They are still confused in choosing film that fits for the subject will be discussed.

b. There aren't enough utilities to support this method.

Not all schools have the complete tools that support teaching and learning process. Even, the building for having class sometimes needs to be repaired.

c. The students need more time to understand the movie.

The writer must repeat the movie until three times, it means that the students need more time in writing class by using a movie.

D. Review of Previous Study

Research about the use picture series and cartoon movie media have been conducted by some researchers. Khozin (2011) on his research entitled “The Comparative Study of the Students’ Writing Skill in Narrative Text by Using Picture Series and Watching Cartoon Movie at the Eighth Year Students of *Darul Huda* Islamic Junior High School *Ponorogo*” showed that picture series and cartoon movie media has some advantages in teaching writing. From the result, the researcher concluded that picture series and cartoon movie media can be used as alternative media to teach writing.

Hsinchu (2010) from Journal EFL (Department of Applied English Yuanpei University) entitled “The Effect of Movie Viewing on Learning English as a Foreign Language”. These research surveys to collect data with were analyzed to evaluate participants’ opinions on using movies to teach in EFL classrooms. The result of the research showed that the movie media has effect for learning. From the result, the researcher concluded that picture series and cartoon movie media can be used as alternative media to teach writing.