CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to explain some theories related to the study which has strong relation with the topic. This chapter includes the review of related literature about the nature of writing, teaching writing, media for teaching writing, descriptive video, and review of related research.

A. The Nature of Writing

Writing is one of language skills in English besides listening, speaking and reading. One of the productive skills is writing. Basically, oral and written language has each significant difference. "Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals." (Brown 2000: 335)

Although the writing and the oral skill are combined in one subject, writing has certain characteristics which seem to make it difficult for students. An important difference between writing and talking is this: In writing, any idea that you advance must be supported with specific reasons or details stated Langan (2005: 21). People often fear they are the only one for whom writing is unbearably difficult. They think that they have no idea to written. As stated by Langan (2008: 13) writing is a language skill which can be mastered by people who wants to work and learn.

In fact, writing in a foreign language is all too often associated with "correcting errors". Handwriting, grammar, spelling and punctuation are often given priority over content. From old view, teacher have main role in writing class. He/she defines the topic, establish the criteria for evaluation, and grade the writing by his/her self. This teacher-centered approach is not supporting the students to correct their errors. Nevertheless, in modern view, students are invited to involve in writing assessment. They not only do their writing but also correct it. So, they can see what they have written whether it was correct or not.

In writing, the role of the writer is important. What they have written was their idea based on their prior or background knowledge. To get a meaningful text, the writer has to rely on at least four basics knowledge, (O'Malley 1996:136). *Knowledge of the content*, a writer has to have this knowledge for recalling their prior or background knowledge. What they have seen, read, or listened will give big idea to their writing. Then, a writer has to have the *procedural knowledge to organize the content.* This knowledge is very important. Writing will be meaningless if the organization of text was false. Students have to be able to grouping the idea based on the purpose of writing. So, their writing will be meaningful and match with the purpose. The third type of knowledge is *knowledge of discourse structure, syntactic forms, and conventions* of writing. Besides, the writer decide the purpose of their writing, they have to know the specific structure of the text. They have to be familiar with the variation of writing structures. The last knowledge is *procedural knowledge for integrating all the other types of knowledge*. This is the basis for composition. Students must use

procedures that combine the three types of knowledge above. So, they will produce a meaningful text or writing.

1. Micro and Macro Skills in Writing

As one of basic skills in language learning, writing has micro and macro skills. The writer should consider the aspect of micro and macro skills in writing in order to the learners are able to do such in writing. Ur (1996:162) states that writing should maintain between micro and macro aspect. In micro aspect, the learners practice specific written forms at the level of word or sentence (hand writing or typing, spelling, punctuation). On the other hand, the learners emphasized on macro aspects of writing which cover on content and organization of the writing. Moreover, Brown (2000:343) explains that micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing. The descriptions are as follows:

a. Micro-skills:

1) Produce graphemes and orthographic patterns of English;

2) Produce writing at an efficient rate of speed to suit the purpose;

3) Produce an acceptable core of words and use appropriate word order;

4) Use acceptable grammatical system (e.g., tense, agreement, patterns, and rules);

5) Express a particular meaning in different grammatical forms;

6) Use cohesive devices in written discourse.

b. Macro-skills:

1) Use rhetorical forms and conventions of written discourse;

2) Appropriately accomplish the communicative function of written texts according to forms and purpose;

3) Convey links and connections between events, communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;

4) Distinguish between literal and implied meaning when writing;

5) Correctly convey culturally specific references in the context of the written text; and

6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with influence in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback for revising and editing.

Therefore, in order to able to compose a good written text, a writer should focus on the micro and macro skills of writing. The writer also considers a number of linguistic aspects of writing.

2. Process Writing

In process writing, usually writer will pass some process that involves these following steps, such as discovering thesis, developing supporting sentence for the thesis, organizing the thesis and also revising and editing it.

There are three steps in writing process (O'Malley 1996: 139). The first step is called as *Pre-Writing*. This step seems more difficult because a writer has to begin to make their idea into outline. In pre writing, writers have to have big desire and motivation to write something. Then, they can share what their concept to their friends or partner and finally they develop the concept into outline. *Writing*, in this second step, writers begin to write. What they have thought about are expressed in the written form. The last is *Post-Writing*. Writers share their writing with others, they can read aloud or exchange to their friend or partner (writing conference) then they will give and get comment and feedback from it.

The process of writing is not always as easy as above. A writer has to pass some main process beside three processes writing above. To produce a meaningful writing, writer should pass some stages again because we have to concentrate on the process of writing not only on the product. Teacher has to spend the time with learners on pre-writing phases, editing, redrafting, and finally publishing their writing in their class. As cited in Harmer (2007:258) Ron White and Valerie Arndt are keen to stress that "writing is re-writing; that re-vision-seeing with new eyes-has a central role to play in the act of creating text."

1) Drafting
2) Structuring (ordering information, experimenting with arrangements, etc.)
3) Reviewing (checking context, connections, assessing impact, editing)
4) Focusing (to make sure the writer is getting message across he/she wants to get across)
5) Generating ideas and evaluation (assessing the draft)

In addition, the process of writing consists of some steps which can guide the writers in producing their text. Langan (2008: 25) also stated that writing is a process that involves the following steps:

a. Prewriting

In prewriting, a writer begins to discover a thesis or topic for her/ his writing. There some techniques in discovering a thesis for writing, for example free writing, questioning, making a list, clustering, and preparing a scratch outline.

1) Free writing

Free writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. Free writing will limber up the writing muscles and make the writer familiars with the act of writing. Free writing is a way to break through mental blocks about writing. Through continued practice in free writing, a writer will develop the habit of thinking as he/ she writes.

2) Questioning

In questioning, the writer can generate ideas and details by asking questions related to the subject. Such questions include *What, Why, When, Where, Who,* and *How*.

3) Making a List

Making list also called as *brainstorming*, the writer collect ideas and details that relate to the subject. The writer just makes a list of what are being in his or her writing related to the subject without any sorting. The main goal is just to make a list of every thing related to the subject that occurs in the writer.

4) Clustering

Clustering technique is also known as *diagramming* or *mapping*. By using this technique, a writer can generate material for an essay. This method is helpful for people who like to do their in visual way. In clustering, writer uses lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to writer.

5) Preparing a Scratch Outline.

A *scratch outline* is the best sequel to the first four prewriting techniques. A scratch outline often follows free writing, questioning, list-making, or diagramming; or it may gradually emerge in the midst of these strategies. In fact, trying to make a

scratch outline is a good way to see if the writer needs to do more prewriting.

b. Writing a First Draft

When the writer writes a first draft, be prepared to put in additional thought and details that did not emerge during prewriting. The writer just organizes the thesis or topic and supporting material. Then, he/ she can write it out in a first draft. In this stage, grammar, punctuation, and spelling were not to be considered. It will be analyzed in the next step.

c. Revising

Revising means rewriting an essay, building on what has already been done, to make it stronger. There are three stages to the revising process:

1) Revising content
2) Revising sentences
3) Editing

d. Editing

After revising the content and style of the essay, the next step is editing. The writer has to cross check and correct the grammar, punctuation, and spelling.

To make a meaningful text, every stage has to be established by students with teacher's guiding. Students submit their work in every stages then teacher will give comments or feedback. Students can use the comments as a new guide for them in order to their writing are well in the next stages. Students can also share their work with their friends. They can give feedback and comment each other. So, they can repair their writing again until right.

3. Criteria of Good Writing

Considering that writing consists of a number of linguistic aspects, Smith in Reid (1993:247) has some criterion of good writing. They are as follows:

a. Content

   1) It focused on particular subject;

   2) The purpose of the writing is clear to the reader;

   3) It is better giving the thesis.

b. Organization

   1) The introduction gets the readers' attention and prepares the readers for what is coming;

   2) The organization is easy to follow;

   3) There is clear transaction from one idea to the text;

   4) Between paragraph one and other are coherent;

   5) There is a conclusion to summarize the final writing.

c. Style

   1) The sentences reflects a variety of syntactic structures;

   2) Vocabulary reflects the writing.

d. Correctness

1) Mechanics are correct such as punctuation, capitalization, spelling, and grammar;

2) The words are used accurately and appropriately.

In the other hand, a writer not only can produce good writing but it is important for him/ her to be a good writer. Brown (2000:346) states some criterion of good writer, such as:

a. Focus on a goal or main idea in writing;

b. Perceptively gauge their audience;

c. Spend some time (but not too much) planning to write;

d. Easily let their first ideas flow onto the paper;

e. Follow a general organization plan as they write;

f. Solicit and utilize feedback on their writing;

g. Are not wedded to certain surface structures;

h. Revise their work willingly and efficiently;

i. Patiently make as many revisions as needed.

4. Genre

The term "genre" comes from France. It means "the texture of the cut of wood". In scientific writing, genre is defined as discourse (text) classification on the basis of its communicative purposes. In the past, discourse is divided into four basis genre, Narrative, Descriptive, Expository, and Argumentative. According to Martin and Rose (2003) as cited by Chojimah (2015:22) classify genre into micro and macro genre. Micro genre is divided into factual and story genres. Macro genre is the combination between different genres.

There are seven types of Factual Genre

a. Description

Description is kinds of text functioning to describe the uniqueness of things whether living or non-living things. In describing the things or object, the writer has to tell the general description first then followed by the detail description of it. The writer may include the colors, parts, functions, shapes, and many other in their description.

The generic structures of the text are: a) the identification which implies identification of the phenomenon described, and b) the description which explained parts, qualities, and characteristic. The grammatical patterns which are used: the use of simple present tense, adjective, and thinking also feeling verbs.

b. Report

Report is a factual text used to organize and store information, particularly information in the fields of science and technology. The generic structure of report text consists of general statement to identify and classify the topic and also description which describe the appearance and behavior. Usually, present tense is used in report text. Butt, et al (2000:238)

c. Procedures

Procedure is kinds of text which tell how things or work is finished. It also tells how to do or make something in order. Procedure text consists of several steps which presented by using simple present or continuous tense, imperative sentences such as *add, stir, mix, click, etc.* and also use temporal conjunction or numbers. The steps in procedure text have to be in order. The generic structure follows as: Goal which showing the job to be accomplished, Sequence of steps which describes the steps achieved from the goal, Closing (optional) which tell the statement or suggestion to do.

d. Explanation

Explanation is kinds of factual text which tell how and why things happen or work. The general structure of explanation text is starting from general statement, a series of explanation how something happens, and closing. The main characteristics of explanation text are using conjunctions indicating relations, usually in passive voice.

e. Exposition

Exposition is kinds of text which equal with argumentative text. The communicative function of exposition text is to take position forward argument or opinions. The general structures of explanation text are thesis, arguments, conclusion in which the thesis is repeated or reiterated. The main characteristics of exposition text are transitional signals for opinion such as *in my view, I am in the opinion that, to me, etc.*

f. Discussion

Discussion is factual text that explores different sides of an issue in order to reach an informed judgment or recommendation. A discussion shares many of the language features of an exposition. Like an exposition, a discussion has arguments, but the arguments are balanced for and against the issue. The structural elements of discussion consist of an issue, arguments for, and arguments against. Butt, et al (2000:243)

There are several types of Story Genre

a. Recount

Recount is kinds of text which tell the past even or experience and the purpose of the text is to inform and entertain the reader. Generally, text tells the general events (orientation) then followed by detailed events presented in chronological order. The most specific characteristics of recount text are use simple past tense and the existence of series of events such as, *then, the next event is..., after that,* etc.

b. Anecdote

Anecdote is story genre which almost same with narrative. The difference is anecdote tell about funny story which has done by someone or something. Both of them are use past tense.

c. Narrative

Narrative is kinds of genre that is told about story in the past. The story can be as fiction or non-fiction. Narrative are structured to be entertained and to teach cultural values. Langan (2008: 27) stated that the main purpose of narrative essay is to make a point by telling the audience or reader a story. Colorful details and interesting events that build up to a point of some kind make narrative text or essay enjoyable for readers and writers alike.

In narratives normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture. Narrative is constructed by the orientation, complication, resolution, and may also include a coda which covered a moral value. Past tense is used in narrative text.

Narrative text consists of the following structure:

1) Orientation : concluding the topic of an event or an activity, participants, time, and place.

2) Complication : the rising crises which the participants have to do with her/his problems. It consists of sequence of events that leads to conflict until climax.

3) Resolution : the problem began to solve and it is the end of the story.

Narrative is classified into fiction and nonfiction story. As cited in Crown (2008:02) stated that the types of narrative text are fiction and literary nonfiction. The fiction story is classified into *Folklore*, including Fables, Folktales, Myths, and Legends; the second classification is *Fantasy* which is covered Modern Literary Tales, Fantastic Stories, Science Fiction, Fairy Tales, Novels, Plays, Poems, Tall Tales, and high Fantasy. The last classification of narrative text is Realistic or nonfiction story which is included Contemporary Stories, Historical

Stories, Autobiographies, Biographies, and Human-interest stories in magazine and newspapers.

1) Fables

A fable sets out to teach the reader or listener a lesson.

Characteristics:

(a) They are short.

(b) The characters are most often animals.

(c) The characters are one-dimensional—wise or foolish.

(d) The setting is vague and could be placed anywhere.

(e) The moral of the story is usually stated at the end.

Examples: The Ant and the Grasshopper and The Boy Who Cried Wolf

2) Folktales

Folktales are stories where the hero overcomes adversity. The stories began as oral stories being told and retold by medieval story tellers.

Characteristics:

(a) Often begin with the opening "Once upon a time…"

(b) The setting is could be anywhere.

(c) The plot structure is simple.

(d) Characters are one-dimensional: stupid or clever

(e) Industrious or lazy

(f) The ending is happy often with the phrase "everyone lives happily ever after."

Examples: The Gingerbread Boy, Cinderella, and Jack and the Beanstalk

3) Myths

Myths are stories created by ancient explain natural phenomena. The purpose is to provide a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

Characteristics:

(a) They explain creations.

(b) The plot is often based on a long and dangerous journey, a quest or a series of trials for the hero.

(c) The characters are usually heroes with supernatural powers.

(d) The setting is not well defined.

(e) Magical powers are required.

Examples: The Legend of the Bluebonnet, King Midas: The Golden Touch,

4) Legends

Legends include hero tales and tall tales. They tell of courageous deeds of people. There may be some basis in history that support that the characters were real people, but this cannot be proven.

Examples:

(a) Legend: Robin Hood and King Arthur

(b) Tall Tales: Johnny Appleseed, Paul Bunyan, and Pecos Bill

5) Modern Literary Tales

Modern Literary Tales are related to folktales and fairy tales as having same characteristics, but they have been written more recently and have identifiable authors.

Examples: The Snow Queen (Ehrlich), The Ugly Ducking (Mitchell), and Alexander and the Wind-Up Mouse (Lionni)

6) Fantastic Stories

Fantastic stories are realistic in most details, but explore alternative realist and contain elements not found in the natural world.

Characteristics:

(a) The events are things that could not happen in today's world.

(b) The setting is realistic.

(c) The main characters are people or personified animals.

(d) The theme usually addresses the conflict between good and evil.

Examples: Jeremy Thatcher, Dragon Hatcher (Coville), Poppy (Avi), Charlie and the Chocolate Factory (Dahl)

7) Science Fiction

Science fiction stories are set or speculate in the future scientific world. Characters often travel through space or time.

Characteristics:

a) The story is set in the future.

b) The conflict is between characters and natural or mechanical forces.

c) The characters believe in the technology.

d) Detailed descriptions of scientific facts are included.

Example: Time Warp Trio (Scieszka)

8) High Fantasy

High fantasy stories are based upon the conflict between good and evil and often involve a quest.

Most include: Magical kingdoms, Quests, Tests of courage, Magical powers, Super human characters.

Examples: The Harry Potter Series and The Lion, the Witch and the Wardrobe

9) Contemporary Stories

These stories are lifelike and believable. They portray today's society. Usually the purpose is to create empathy with familiar characters. Readers are quick to identify with the characters.

Characteristics:

a) Characters act like real people or like real animals of today.

b) The setting is today's world.

c) The stories represent events of everyday life or important topics of today.

Examples: Going Home (Bunting) and Seedfolks (Fleischman)

10) Historical Stories

Historical stories set in the past. The story has already happened in the past. Sometimes, a historical story begins with the final event and go on to explain what led up to that by moving back in time to tell the whole story. Details included about food, clothing, and culture are accurate.

Characteristics:

a) The setting is historically accurate. Historical setting needs detail to make it authentic.

b) The conflict is between characters or characters and society.

c) The language is appropriate to the time and place. Appropriate archaic language is used, including old-fashioned words that have fallen out of usage.

Examples: Crispin: The Cross of Lead (Avi), Sarah, Plain and Tall (MacLachlan), Roll of Thunder Hear My Cry (Taylor) Crown (2008:1-22)

B. **Teaching Writing**

In the teaching of language, teaching writing is one of the important skills. It becomes important because in communication using the target language, students have to be able to use the language whether in oral or written form. Usually, students will find it easy to express their idea in the oral form, but they will feel difficult to express their idea in the written form. The difficulty and complexity in EFL writing arise from the fact that writing includes discovering a thesis, developing support for the thesis, organizing, revising, and finally editing the thesis to ensure an effective, error-free piece of writing (Seifoori 2012: 107) The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively in written form.

1. **Approach of Teaching Writing**

There are many ways to teach writing in language class. It depends on the writing approach itself. In English Language Teaching Journal (2012:107 vol. 5), the writer said that historically, there are three major types of EFL writing approaches. They are product approach, process approach, and genre-based approach

First, product based writing. In this approach, students are asked to produce a perfect writing whether in term of grammar, generic structure, or syntactic rules. This approach is focus on the student final writing product. Then, process based writing. In this approach, students are more focus on the process of writing. They start to make brainstorming, making outline, developing, organizing and revising their writing. The last is genre based writing. In this approach,

writing as linguistic product is related to the social function. Students compose writing based on the function of the text. By knowing the teaching writing approaches, teacher will develop their teaching writing easily.

2. Media for Teaching Writing

Writing is a difficult thing to do, especially for students who are still in school at the second level. It is caused by the effect of the main factors, namely the language habits. In addition, writing habits can also improve other skills indirectly as reading and vocabulary. Students are asked to make a comprehensible writing even though they can't state their ideas well. Another aspect that should come into consideration of the teacher in teaching writing is always motivating the students to write. Roger and Horn (2010:25) stated that writing requires special attention to motivational conditions.

In this case, a teacher should be creative teacher. A creative teacher will offer a new and useful strategy for their students. There are many media which can be made or adopted for specific goals of the skills. Teachers not only have to use a medium which is used for writing, but also can adopt a wide range of media that can be used as a specific media from a variety of specific skills.

The main purpose of teaching media is to help students understand about what the teacher is explaining. This is supported by Mariposa (2008:45) who states that there are many short audio and video podcasts available that are great for teachers' classroom. There are many kinds of available media for teaching such as audio, visual, and also audio-visual media. As cited in Nurizmawati

(2014:03) Anderson said that teaching media can be classified into three categories. They are:

1) Visual Media

   They are media that can be seen. It can be in form of picture, moving picture, animation or flashcard.

2) Audio Media

   They are audible media. It means that audio media has sound which is listened by us.

3) Audio-Visual Media

   They are media that has sound and picture. An animation video is example from audio visual in teaching. The media capabilities are considered better and more interesting because it contains elements of audio and visual media types.

C. Descriptive Video

The use of media in teaching and learning process give big contributions to the learners especially in students' achievement. Their achievement will increase if they really understand about the lesson being studied. One of the methods that affect the student's interest is learning with video. However, mastery of the material presented must be balanced with the technology used.

1. **Definition of Descriptive Video**

Video is kinds of audio visual media which is consist of sounds and pictures. The pictures may a real picture or animation. Usually, video brings some information that would be informed.

Descriptive video is a kind of video which contains of narration to explain about the film or video. "Descriptive video was developed to give individuals with visual impairments access to visual media such as TV programs and films. This additional audio track contains narration to explain a film's visual elements." (The Reading Teacher 2008 vol. 61:01). Descriptive video is a video which is given to the students as their learning media. This video provides pictures, sounds, and some narration or description to tell what the video about. Teacher may make this descriptive video by themselves or they can adapt from another sources.

2. **The Advantages of Descriptive Video**

In teaching writing, the role of teaching media is very important because brings lot of advantages. Descriptive video is one of the audiovisual media which can help students understand the material easily. In the other hand, watching video is very interesting for students. So, it can help to motivate the students in order to understand the material easily. One of the components of video is picture or visual media. Iris (1989: 05) explained that there are many advantages of using visual media in teaching and learning as follows:

a. By using visual media student will catch the illustrations which must be based on the past experience of the viewer.

b. The picture of movie is simple and present not only one idea.

c. The picture should be realistic and in keeping with the cultural beliefs.

d. Visual media is most easily understood.

e. A picture showing only part of an object or person may not be understood, or even be seen as ugly.

It was interesting for students, if teacher provides a video for teaching media. Wright (1983: 15) also stated that using audiovisual media or something that helps them to make the students understand and it makes the teaching and learning process more effective, communicative and interesting. Based on Gillespie's (1998) in Pratiwi (2011: 32) there are five values video:

a. Providing increased opportunities for interactions between and among students and teacher;

b. Making available a greater array of resources;

c. Enabling students to take a more active role in learning;

d. Supporting a variety of learning styles;

e. Improving the development of higher order cognitive skills.

In addition, presenting the material through video especially descriptive video can influence students' interest in learning. Teaching writing by using descriptive video makes students understand about what is the story about and

also how to write the story based on the video easily. Salmadino (2011:404) said in Nurizmawati (2014: 05) text can be displayed in various languages and are used to translate or provide information on the video content. That is why video is important media for language teaching especially teaching writing.

3. Selecting Descriptive Video as Authentic Material

There are a lot of teaching media and material which have been provided, but a good teacher has to consider some reason in choosing the media and material for language teaching. The media and material have to be suitable with the students' need. According to Pratiwi (2011: 33-34) there are many criteria for choosing a video:

a. The level of English depending on the age-group;

b. Length

Teacher may use a short video which is not more than 8 minutes;

c. Run Through

Teacher has to manage the time effectively for each activity;

d. Set Context

Teacher also gives brief explanation before about the video in order to students can guess what the video tells about in the next;

e. Availability of Related material

Many authentic videos now come with ready made by materials which can be used for language teaching. Teacher also can adapt the video

from books, you tube, internet, or it is possible for teacher to produce the video by him/ herself.

The implementation of descriptive video in the classroom is the researcher plays the video based on the material then she asks the students to identify the content of the video by providing some questions related to the video. Before playing the video, the researcher will show some difficult vocabularies and the meaning. Finally, students will write down what the video tells about with their own words.

D. Review of Related Research

There are some studies conducted to improve writing ability by using video. Some of them are conducted by Hofner, Ida Nuryani and Chalifatun Nurizmawati. Hoffner as a teacher at Holy Family University, Philadelphia, Pennsyivania, USA conducted a research with her friends, Baker and Quinn. In their article, Lights, Camera, Pencils! Using Descriptive Video to Enhance Writing, Hoffner conducted research in applying descriptive video to improve students' writing at elementary class. For this research, they used the descriptive video of The Lion King. In the first time, they applied the original video of The Lion King. When the students asked the setting and the name of animals shown in the opening sequence, they answered that the setting was a grassy jungle, a plain, or grassland. But after watching the described version, the students were able to

say "savannah" and they know the names of gazelles, storks, and many of the other animals which usually called as deer or birds.

After watching the video, the teacher asked the students to write the story about The Lions King. Even though the students were able to use some accurate vocabularies, their writing was still lack of content and colorful term. Then the teacher showed the video again and asked them to write again the story. The students were asked to read their compositions aloud and compare their two writing samples. As they read aloud, many classmates noted that they had included vocabulary from the description tracks in their writing. Here they are examples of their writing (The Reading Teacher 2008 vol. 61:02).

Segment 1

In the beginning animals like zebra, monkey, elephant, birds and lions were right in back of Mufasa and Sarabi. So ZuZu put some kind of fruit on Simba's head and took Simba from out of Sarabi's arms and lifted him up. All the animals started to cheer for Simba's birth. Monkeys started to jump around and elephants lifted their trunks.

Segment 2

In the beginning animals like zebras, monkeys, elephants, birds, and lions were right in back of Mufasa and Sarabi. Then a baby giraffe and her mother went to the ceremony. So Rafiki climbed up and gave Mufasa a hug. Rafiki got two melons and Simba lifted his hand. Rafiki cracked one melon open and got his finger and rubbed the melon across his head. Rafiki took Simba from out of Sarabi's arms and lifted him up. Monkeys jumped around and elephants lifted their trunks. Zebras made stamps of smoke in the air. Then the animals bowed down and nearly touched the ground.

After watching the same film segment with visual description, the child made another attempt at describing the segment. The student's writing in second segments showed more description and clarification. Teachers noted that in their

second attempts, the children used more adjectives and specific details in their writing because they were trying to be more concrete. The description helped them paint pictures with their words. So, their finding was descriptive video was able to enhance students' writing.

The another research was conducted by Ida Nuryani with the title *Improving Students' Writing Skill of Narrative Text Using Video: A Classroom Action Research on the Eleventh Grade of SMAN Kebakkramat Surakarta*. In her research, the use of video in teaching writing was able to improve students' ability in writing narrative text. Students can generate their idea easily, their vocabularies in writing narrative text become richer than before, they can organize their writing well, they can write correct sentences by using simple past tense, they became more confidence than before in showing their writing, and also their score in writing narrative text was improved.

In her study, Apriliya Intan Pratiwi was also studied about improving writing narrative text by using video. She studied about *Optimizing the Use of YouTube Videos to Improve Students' Writing Skill. (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010).* The findings through the implementation of YouTube videos showed improvement in students' writing skill. The improvement of students' writing skill include: 1) students ability in deciding the main idea; 2) arranging the words; 3) selecting appropriate words; 4) composing cohesive and coherence writing; and 5) using grammatical pattern correctly. So, the research findings of

this study imply that YouTube Videos were very useful and important to improve students' writing ability.

From those previous studies above, the researcher also plans a new study in improving students' writing ability by using video. This study will be different from the previous studies. In this study, the researcher focuses on teaching writing narrative text (especially in fable) at the second grade of junior high school. The researcher uses descriptive video to improve students' writing ability. Descriptive video is different from common video. Descriptive video provides pictures, sounds, and narrations or descriptions to tell what the video about. The narrations or descriptions in descriptive video help students understand the story easily. By watching descriptive video, students are able to identify the generic structure, characters, plot, and setting of the story easily.