

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the research. Those are (1) Media, (2) Movie, (3) Writing and (4) Recount text.

A. Media

Media hold an important character in the teaching and learning process. Media are “any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes” (Gerlach, and Ely 1980: 241). It means that media are the tools which help teachers in delivering, transmitting, and giving an exact definition, explanation and example of material, in order to make students get the lesson material easily and pleasant. Hermawan explained that media which is used in learning activity have three kinds of characteristics, those are:

1. Visual media is the media which can be seen, such as photos, pictures and posters.
 2. Audio media is the media which can be heard, such as audio cassettes, MP3 and radio.
 3. Audio visual media is the combination of audio and visual. It is the media which can be seen and heard, such as movie, video, television and sound slide.
- (Hermawan, 2007: 22)

From those characteristics, teacher can choose which media that suitable to be given for their students in teaching and learning process. The media which be choosen should be suitable with the material given and for students' need.

B. Movie

Movie is one kind of media which can be used in teaching and learning activity. It has the interesting characteristic which produce the sound and images in a same unit. Kress defined movie in Chan and Herrero's book that films or movie have a great potential in the language classroom. (Chan and Herrero, 2010:11). Further, Hornby (1995:434) defined that film or movie as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. The F.I.L.M Project stated that movie is the way to tells the story by using modern instrument for people to communicate the information and ideas. (F.I.L.M Project, no year :4). Based on wikipedia, movie also known as film, is a type of visual communication which use moving pictures and sound to tell stories or inform. From definition above, it can be said that movie is a medium which presents audio and visual message that contains the message or information which be delivered for people and it is useful for students in teaching and learning activity.

1. The Strengths and Weakness of Movie

Movie as the medium which be used in teaching learning activity have some strengths and weakness. Movies commonly are used to entertaining,

like commercial movies in movie theater. However, this research will discuss about movie as a instruction tool. The application of using movie in teaching learning process has the following advantages as follows:

- a. It facilitates comprehension activities that are perceived as ‘real’
- b. It creates a curiosity gap that facilitates the exchange of opinions and ideas about the films
- c. It helps to explore non-verbal elements
- d. It improves oral and aural skills
- e. It provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech
- f. Films can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation
- g. Films can provide a stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language. (Chan and Herrer 2010).

Meanwhile, movie which be used in teaching and learning activity also have some weakness. The weakness of movie are mentioned as follows:

- a. Not all students can understand about the information which wants to be conveyed through the certain film or movie.
- b. Not all films are suitable for instructional needs and goals, except the film that is produced special for own needs.

The teacher should be aware of some potential problems that appear when we use audiovisual media in teaching and learning activity. Some problems that can appear, such as:

- a. Some students who sit on the back cannot see and hear the film. The teacher must bring speaker output to make sounds on film heard all students in classroom. In addition, we have to dim the ambient light sufficiently for the pictures in film to be seen clearly.
- b. Film that has long duration is sends students to sleep. The purpose of using film in instructional aspect is motivating students learn. So, use short video which contain of best point.
- c. Teachers are unfamiliar with the system that they are using. It can irritate the students when teacher cannot find what they want or get back to where they have just been on the film. (Harmer, 2003:283)

2. Steps of Using Movie in Classroom

When the teachers expect to be succesfull in applying movie as a media in the class, they need to know the steps of using movie as well. The steps which be done by teacher to use movie as media in teaching and learning activity are as follows:

a. Preparation

This step include preparation for teacher and students. Teacher decide to use movie as media in education framework. He or she should prepares the movie will be used in teaching activity, laptop with full energy, loudspeakers in order to can be heard in whole class

and material subject. Further, the OHP is certain to be good function and the display should can be seen by students in entire class. In addition, teacher prepares their students to watch the movie by connecting their background knowledge to the theme used. In this, students will learn about writing recount text. So, teacher connecting students' background knowledge about recount text with the movie of adventure theme. The movies tell about the experiences which be done by main character. Further, students are stimulated to be interest in the topic. The teacher tells them a little story about the movie before teacher plays the movie. The last, teacher inform students what they will to do. The students will be informed about writing recount text by watch the story of people's experiences in the past which be delivered by using movie. They will get the plot of story and develop it into good text with correct generic structures.

b. Implementation

In this step, students can see and hear the movie. Teacher asks them to focus on watching the movie which be displayed on the wall screen. Further, teacher leads this step by making notes of sketch which be needed on the whiteboard during the movie is playing or can be done after the movie has stopped.

c. Continuation

This step is conducted to reinforcing the students' understanding about what the story was delivered by the movie. In addition, this

activity aims to measure the effectiveness of the media that have been implemented. The activities that can be done in continuation are discussion, observation, practice and test.

3. Movie for Teaching Writing

The teaching learning process of writing ability should be done effectively to achieve the objectives in learning writing. Hence, the students have to use more than one sense to learn. Learning by using two senses; visual and audio sense will give an advantage. Audiovisual media is a media which presents visual and audio senses. Newby, Stepich, Lehman, and Russell (2000:100) stated that audiovisual media presents moving images that can be recorded on videotape, videodisk, DVD and computer disk. All these formats offer ways to save and display the moving images with sound. So, the information from audiovisual media can be caught easily by the students. Therefore, the teaching of writing ability can be done by using audiovisual media, for example: movies, television, and videos. The students can be asked to rewrite a story from movie or video.

Even movie presents oral speech but it can be effective to facilitate the students in their writing process to generate contents and focus on what they are learnt. Rijlaarsdam and Van Den Bergh (2005: 10) stated that oral skills and writing are connected to focus on scaffolding content generation and collaborative work where oral speech facilitates writing.

By using movie in learning writing, the students will find an effective and enjoyable learning during and after watching the movies. This situation will maintain students to start writing. Harmer (2001:258-259) stated that writing processes can be developed through a genre approach. Students are given many inputs in a certain genre before they write. In addition, when students writing within a certain genre, they can consider some factor, such as the topic, language style of the genre and the context. For example, students are asked to write recount text. Then, a teacher gives the movie with adventure genre. Further, the students need to decide the topic about people's experiences in the past, used past tense and the events must be cronologically. In addition, students can understand the materials easier because the movies can present a certain genre to study. Movies can maintain inspirations to enhace creativities in expressing ideas into writing. Related to this, it can be concluded that teaching writing based on genres can help students in their writing process.

Based on theories above, the use of movies in teaching writing can be effective to get the objectives of the study. The use of movie which presents audio sense, visual sense and genres will transmit the materials effectively and stimulate students to express and develop their idea in the writing process.

C. Writing

Writing is one of the four language skills which have its own characteristics. It is an activity which communicates through the words. In writing, we use symbols or letters to express our ideas and feeling. "Writing is functional communication, making learners possible to create imagined worlds of their own design" (Kern, 2000: 172). Writing is a way to produce language which people do naturally when they are speaking. Meyers stated:

Writing is speaking to others on paper or on computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action- a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. (Meyers, 2005: 2)

As the statement above, in writing activity, we think about what we are going to say before we write down on a surface, such as paper or computer screen. After finished writing, we read over what we have written and make corrections. Writing is really a form of thinking using the written word. Writing is a skill, like driving or word processing; we can master the writing with hard work. If we want to learn writing, we must be can. Some people hold the false belief that writing is a natural gift, which some have and others not. Because of this belief, they never make a truly honest effort to learn to write and so they never learn. (Langan, 2006: 14)

Writing is one of the productive skills, besides speaking, which contains a symbol (orthographic) and involves a complex process. Written text has a number of conventions which separate it out from the other language skill, especially speaking (Harmer, 2003: 255). In making good writing, we should

use the correct grammar; choose appropriate vocabulary, manifested by handwriting, spelling, layout and punctuation. Celce and Murcia (2000: 142) stated that “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place”

From the definition above, it can be concluded that writing is a way to produce language that appears from our thought, idea and feeling through the paper or other media. Writing allows students to generate their idea, organize the sentence coherently, revising the text into good composition and editing text for appropriate grammar. Therefore, students should be learning to write regularly to be able to write successfully.

1. Composition of Text Writing

The aim of teaching writing is to make sure that students learn to write effectively in community and academic contexts. The first thing to do is students know how to composing the text.

In writing, should pay attention about:

- a. The composition of whole texts, i.e. purpose, text structure and cohesion
- b. Sentences and words, i.e. syntax, grammar, vocabulary and spelling
- c. Surface feature, i.e. punctuation and layout.

2. Processes of Writing

In processes of writing, students demands to produce accurate texts. For most academic purposes, the processes of writing consist of drafting, revising, conferencing, editing, proofreading and publishing.

- a. *Drafting* involves making notes of ideas, planning the text and write down the text initially
- b. *Revising* involves reworking a text to improve the ideas or developing the content in the texts. Revising might involve editing, because it requires to reorganizing the texts or changing sentence structures
- c. *Conferencing* involves discussing the drafts with others to get the reflection and clarification the meaning. In conferencing, might be occur the steps of revising and editing in the result of discussions.
- d. *Editing* involves changing the drafts of developing texts in order to improve the text, for example, by improving cohesion, syntax, grammar and vocabulary.
- e. *Proofreading* involves preparing the final text for presentation. Students are demanded to read the text and fix the grammar, spelling, punctuation and other is already well.
- f. *Publishing* involves presenting the text. The text is already red by the others. (Aquilina, 1999: 22-23)

Students are needed to be taught to engage in the process of writing in order to be able to compose texts accurately and effectively. Writing is activities that can be mastered by practice it continually.

3. Assessing Students' Writing Achievements

The aim of assessing is to improve the teaching and learning. The mistakes that might be found from students about writing project can be fixed by teacher in order to make the teaching and learning activity is better. Assessing the students' writing should be based on evidence from a variety of sources. The evidence can be collected during teacher explaining the material, guiding the process of writing, and the result of the writing task.

During teacher explaining the writing material, sometimes, he can give questions related to the material. Teacher can collect the evidence of achievement from students' responses to the questions about writing. This also proves who students are keep attention on the teacher's explanation.

The next steps in collected the evidence is while teacher guiding writing process. For example, when students are composing the text, students are commonly asking their complication in composing the text. The questions they ask and the comments they make can inform teachers about what they are understand and know about writing.

The last is assessing the result of writing task. In addition, assessing the writing project, teacher should be focused and appropriate with syllabus requirements. Besides, students should be assessed on their

knowledge and understanding about writing, their skill in composing a range of texts, their understanding about and use of the processes of writing and their skill in presenting texts.

In assessing the samples of students' writing, teacher should established criteria. The criteria should be shared with students when assessment tasks are set. The criteria for assessing writing skill should cover how well students communicate in that subject. The criteria for assess the writing task is need to cover the whole text, the sentence-level and word-level aspects of text.

a. Text-level criteria

This criteria focus on applying features across the text. Students should considered about the tense which be used, the text structure and types of sentences across the text.

b. Sentence-level criteria

This criteria focus on the construction of clauses, use of articles, prepositions and punctuations that should be considered by students

c. Word-level criteria

This criterion is focusing its assessment on spelling and subject-specific vocabulary.

Assessing students' achievement is benefit for students and teacher. Much evidence can be collected by observing students' behaviors and interacting with students during process of writing. It can confirm that they have developed knowledge about writing and their understanding.

D. Recount Text

Recount and narrative text has a similar purpose that is to entertain the reader by the sequences of events. But, the major difference between recount and narrative text is on the generic structure. If the text does not have a conflict and it retells past events, so that is called a recount text. The basic recount consists of three parts; the setting or orientation, events and re-orientation.

1. Definition of Recount Text

Recount text based on the life experience. It is used to show the series of memory events. Recount text is a text which retell about what happened in the past. It is supported by Anderson (2002: 3) statement who stated that recount text is a text which list and describe about past experiences by retelling events in chronological order. The purpose of Recount text is to informing or entertaining the reader (or both) by retelling about the events in past. In addition, recounts are sequential texts that do little more than chronological events series. (Knapp and Watkins, 2005:223). The sequence of events which happened in the past is told chronologically.

2. Language Features

Recount text uses a familiar language because it is based on the life experiences. The language features of the recount text such as:

- a. Focus on individual participant or a group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first and the third person. First

person is someone who experiences the events and also writes them on recount text form. For example: *I went to Surabaya by car*. The third person is a person who becomes an observer and telling the events on the recount text form. For example: *Yuda went to Surabaya by car. He rode the car by herself*.

b. The language is written in simple past tense

Past tense is the form of verb which used to describe the actions in the past. The activity or situation is began and ended at a particular time in the past. For example: *Adib wrote a letter to his mother*.

c. Focus on temporal sequence of events, called as temporal conjunction (Azhar, 2015: 27).

Conjunction is a part of speech that serves to connect words, phrases, clauses or sentences. In this, the conjunction related with period or was known as temporal conjunction such as last year, on the weekend, then, etc. So, the temporal conjunction connects with the sentence. For example: *We then looked at some games and equipment. After lunch we walked up to the Sydney Morning Herald and saw how they make papers. After that we caught the train back to Marrickville*. (Knapp and Watkins, 2005: 221)

d. Using past progressive, past perfect, and past perfect progressive.

Recount text is a text which retell about the past experience. It is possible to use not only past tense, but also past progressive, past perfect and past perfect progressive.

1. Past progressive

Past progressives indicates that the activity was in progress in the past. For example: *Last year at this time, I was attending school.*

In past progressive, both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred (Azar, 1999:28). For example: *I was walking down the street when it began to rain.*

Sometimes in the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. For example: *While I was playing a game station in my room, my mother was cooking in the kitchen.*

2. Past perfect

Past perfect expresses an activity that was completed before another activity or time in the past (Azar, 1999:45). For example: *Mr. Carol had finished dinner by the time I got home.*

If either **before** or **after** is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used. For example: *Prilly left **before** Ali got there.* That sentence has a similar meaning with *Prilly had left **before** Ali got there.*

3. Past perfect progressive

The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past (Azar, 1999:47). For example: *I had been saving my pocket money for two years before I bought a Smartphone*. In addition, past perfect tense may express an activity in progress close in time to another activity or time in the past. For example: *when Alice got home, her hair was still wet because she had been swimming*.

3. Generic Structures

In making a recount text, there is an important point which should be known. According by Muflikhati (2013:33), Anderson (1997: 53) stated that a recount text has three main parts or generic structures, as follows:

- a. Orientation: It is always be in the first paragraph of the text, which introduce the topic of the text. It gives background information about who, what, where, and when the story was happen.
- b. Events: It is usually told in a series of paragraphs, which retell the events in the order of sequence when they happened. Anderson (1997:49) stated that recount text is a text which tells about events that happen in the past in a sequence of time. So, the past events are told chronologically.
- c. Reorientation: It is always be in the last paragraph. This part contains a personal comment of the writer about the events that had happened.

E. Review of Previous Studies

Writing is an interesting aspect to be studied. Especially in writing a story, it needs a concept and involves imagination. Writing is requiring us to create thoughts and ideas. Based on these reasons, many researchers have conducted a scientific writing research. There are three previous studies related to this research:

Candra (2010) has conducted the study with the title “The Effectiveness of Using Animation Movies as a Medium to Improve the Students’ Writing Skill of Narrative Text” (A Case of the Eleventh Grade Students of SMA Negeri I Wanadadi in the Academic Year 2010/2011). The objectives of the study is to describe the use of animation movies to improve the tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010 in writing narrative text and describe the effectiveness of using animation movies to improve the students’ ability in writing narrative text at the tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010.

Tantiya (2010), under the title “Teaching Writing Recount Text through Movie: An Experimental Research at the Tenth Grade of SMAN 6 Semarang in the Academic Year of 2010/2011.” The objective of this research is to find out the effectiveness of movies as media in the teaching of recount writing for the tenth grade students of SMAN 6 Semarang. Based on the finding, the writer assumes that movie may be used as one of alternative medium in the teaching of recount writing. Based on statistical analysis, indicated that the

students who taught recount text by using movie have the higher score than students who were taught without movie (using text).

Lhiestya (2014), under the title “The Effectiveness of Using Short Movies to Improve The Students’ Ability in Writing Narrative Text at the Second Year Students of SMP Negeri 1 Boyolangu on Academic Year 2013/2014.” In the research, the researcher try to find out the effectiveness of using media “short movie” toward the students’ ability in writing narrative text at the second year students of SMP Negeri 1 Boyolangu. By using media “short movie”, the students are expected able to express their ideas, so they can produce a good writing. Based on the data analysis by using t-test, the result showed that the mean score of the experimental group was higher than the mean score of the control group. The finding of the research verified that short movie was effective used to improve the students’ ability in writing narrative text for the second year students of SMP Negeri 1 Boyolangu on academic year 2013/2014.