

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter consists of some theories which support this study. I took some of theories related to the topic for many sources. This chapter explains about teaching writing, narrative text, definition of media, video, and teaching writing by using video.

A. Writing

This part describe about definition of writing, process of writing, purpose of writing, and characteristics of good writing.

1. Definition of Writing

Writing is a language skill very important to be learned as an essential component not only to academic practice but also later in their professional life, not only it writing skill must learn by students in all of level especially in senior high school. In addition Raimes (1983: 3), states writing help our students learn. The first, writing reinforces the grammatical structure, idiom, and vocabulary that we have been teaching our students. Second, they have a chance to be adventurous with language. Third, they necessarily became very involved with the new language the effort to express ideas and constant use of eye, hand, and brain is a unique way to reinforce learning. Writing can use by everyone to express felling, ide, and opinion that do through

written symbol by organizing the expression based the rule of the language system to convey meaning to reader can understand the write message. According to Harmer (2004: 31) says that writing is a way produce language and express idea, feeling and opinion.

In writing students not only write freely on the paper, but to get good writing the learner should be able to construct sentence, knowledge about the content, grammatically, mechanic, etc. According to Yi (2009) writing ability is defined as the ability to respond to a given stimulus. Put another way, it is the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation. In addition Yi (2009) writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse. Based on above explanation can concluded that in writing we not only how to write, but the students be able to think how to construct sentence that coherent and cohesive.

2. Process of Writing

Writing needs a highly individualized process that manifests thinking and that not only is it different for every person. In writing must attention several stages. According to Birnie (2014: 2) say that there are six stages that use in the writing process, they are:

a. Prewriting.

This stage involves thinking about the writing ahead, perhaps choosing or narrowing a topic; selecting a point of view, approach, or framework for presenting the subject; and even thinking about details, anecdotes, or images that will develop the subject. Activities that frequently occur during this stage are reading selections that contribute to the writer's grasp of the subject; viewing films, DVDs, or pictures that deal with the topic; jot listing, clustering, or mapping ideas; and talking to other people about the ideas.

b. Planning.

The planning stage, while still “prewriting” in the sense that it usually occurs before the actual writing, involves recording a plan for the finished piece. The plan may be as formal as an outline or as informal as a list, a diagram, or a map to guide the writing.

c. Drafting.

In the drafting stage, the writer creates a flow of thought, connecting ideas into phrases or sentences on paper and perhaps, if the plan works, moving directly to paragraphs or even chapters. The writer is not preoccupied with correctness at this point; it is more important to get the ideas down on paper than to maintain adherence to the plan or to be concerned with mechanical aspects of writing such as spelling, punctuation, or capitalization.

d. Revising.

By revising, the writer makes the piece better. Depending on the condition of the draft, this stage may require anything from Band-Aids (refining word choice, amplifying a detail or two, or combining sentences) to major surgery (reordering chunks of writing, filling gaps left by the drafting, or deleting whole sections).

e. Editing.

By editing, the author (or editor) makes the writing mechanically correct. In this stage, attention turns to the details of variety in sentence length and structure and the conventions of language: spelling, punctuation, capitalization, and standard usage.

f. Sharing.

In this stage, the writing reaches its intended audience. If the composition fulfills its purpose, this stage concludes the process.

3. Purpose of Writing

In writing something certainly there are some goal that to get by someone. According to McMahan, et al. (1996: 8) mentions the purposes of writing as follows:

a. To express the writers' feeling

The writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

b. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

c. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

In addition, Byrne (1997: 2) in his book *“Teaching Writing Skill”* states about the purpose of writing: “it is helpful to keep in mind some of the many uses we are likely to make of writing”. On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and use to keep records of things to be remembered. Writing is also used to send messages in the forms of letters and many kinds of writing to deliver the messages from one to others. Therefore writing not only arranging word in sentences or paragraph, relation sentences with other into paragraph in a text, but it is also there is relation with grammatical and lexical knowledge.

4. Characteristic of Good Writing

Good writing is writing that make by writer through careful thinking and good arrangement of the structure or sentence appropriate with grammatical rule. According to Dean (2004: 27) say that good writing is

way more important than perfect grammar. Good writing can also make reader hold the message from the writing without arise misses understanding. Good writing is writer can appropriate directly to convey meaning to reader, so the reader can understand with their through. According to Dean (2004: 118) has statement about criteria for good writing as follows:

1. Good writing has a lot less to do with following grammatical rules than most English teachers would have you believe.
2. Good writing usually does have correct spelling. Unless it's an intentionally bad or odd spelling to make a point.
3. Good writing does not have to have big words, though some of my favorite good writing uses mostly simple English with an occasional and well-placed use of something a little tastier, without becoming overtly erudite or patently pedantic.
4. Good writing is frequently universal.

B. Narrative Text

This part describe about definition of narrative, generic structure, linguistics feature, and kinds of narrative.

1. Definition of Narrative

Narrative is a piece of text which tells a story that sequence and narrative text is a kind of text to retell the story that past tense. According to Nuning(2011) narrative text is an account of a sequence of events, usually

in chronological order. Relating to kinds of text, which has students complete studying in high school narrative is a text which retells the story or previous the experiences.

The purpose of narrative text is to entertain or to amuse the readers or listeners about the story. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Generic Structure of Narrative Text

The generic structure of narrative text according to Sefannie(2011) as follow:

- a. Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- b. Complication : Tells the problems of the story and how the main characters solve them.
- c. Resolution : The crisis is revolved, for better or worse.
- d. Re- orientation: The ending of the story. Maybe, happy ending or sad ending.
- e. Evaluation : The stepping back to evaluate the story or the moral message of the story.

3. Linguistics Feature of Narrative Text

The linguistics Feature of narrative text according to Muhammad (2015), as follow:

- a. Using action verbs in past tense such as climbed, turned, brought, etc.
- b. Using past tense to write narrative text like as was, were, killed.
- c. Use conjunction such as and, then, after that, next, before etc. Also Temporal conjunction, like: once upon a time, one day, long time ago.
- d. Using nouns like as first person: I or We and third person: he, she, and they.
- e. Using adjective in forming of noun phrases form like as long black hair, two red apples
- f. Using adverbs and adverbial phrase to show location or happen like as here, in the market

4. Kinds of Narrative Text

Kinds of narrative text according to Nuning (2011), as follow:

- a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human his story. Typically a legend is a short, traditional and historicized narrative performed in a conversational mode. Example: The Legend of Toba Lake, Sangkuriang, and Timun Mas.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings.

Example: The Ants and Grasshopper, The smartest parrot, etc.

c. Fairy tale

A fairy tale typically features like folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. Example: Snow White, Cinderella, the story of Rapunzel.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, upon the extrapolation of a tendency in society. Science fiction is the class of prose narrative treating of a situation that could not arise in the world we know.

Example: The Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein

C. Media in Language Teaching Learning

This part describe about definition of media and classification of media, as follow:

1. Definition of Media

Media is one of strategies and also tool that are used by teacher to convey material and messages to the student. According to Naz and Akbar (2004: 35) media are for transmitting or delivering messages and in teaching learning perspective delivering content to the learner, to achieve effective instruction. The use of media in teaching learning process can help teachers to create learning situation effectively. In addition, media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. By using media in teaching learning process teacher are able to increase student's desire in learning English

There are some advantages of media as follow:

- a. It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge.
- b. It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive.
- c. It gives classroom instructions a more scientific base and enables teachers to transfer the knowledge in an organized way and more systematically.
- d. It is appropriate teaching tools which helps teachers to draw and fix the attention of students towards teaching. Attention and concentration improve students learning and improves classroom discipline.

- e. It enhances comprehension skills and the clarity of communication can be greatly enhanced by using them.
- f. It helps in stirring the imaginal, thinking process and the reasoning power of the students.
- g. It helps the teachers to save their time and energy. Since these effective materials can clarify the concepts easily, lots of time and energy can be saved by it.
- h. It also serves as ideal tools to review the learning outcome and to evaluate the completeness of certain learning.
- i. They open out greater scope for interactive learning and offers opportunities of individual learning.

2. Classification of Media

Media is a tool that use by teacher to convey material for students.

The media can be divided some various. According to Ghaedsharafi and Sadeh (2012) Media are classified into three categories like mentioned bellow:

a. Audio

Audio media is called by listen media, usually it is used to listen and understand passage. For example: radio, tape recorders, printed materials, work books and Display materials

b. Visual

Visual media is a kind of media that can be seen or touch by the students. For example: picture, diagram, and chart.

c. Audio Visual

Audio visual is media that two have sources, it is hearing and watch. According to Ashaver and Igyuve (2013) Audio-Visual a Aids as “training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, used in classroom instructions, library collections or the likes. For example: video clip, and slide.

D. Video

This part describe about definition of media and advantages and disadvantages of video in teaching writing.

1. Definition of Video

There are some of media that use to help teacher easy convey material, One of media that can use teaching learning English is video. Video can categorize as audio visual, because students will get any information like sound and picture. On the other hand, video can make students easy to absorb material that was conveying and also video can attract learning motivation of learners. According to Deakin (2014) video is also a popular tool used to engage learners and enhance a learning experience. So,

students are easier to understand and memorize the information from the video.

Video help the learners to arrange what they will write after watching video, because they do not only listen but they may recognize it through the gesture of each characters in the videos. According to Harmer (2003), that video can add special extra dimension to the learning experience. Based on explanation above, that video is media can transfer message or information which serves visual, symbolic codes, language images, literacy, and emotional experience.

2. The advantages and disadvantages of video in teaching writing

Teaching media like as video can help in teaching learning process, because with the video method students to learn writing procedure text easier, especially in generating their ideas. According to Harmer (2001: 282) there are some advantages of video method, those are:

1. Seeing language of video

One of the main advantages of video is that students do not just hear language but they can also to see it.

2. Cross – culture awareness

Video uniquely allows students a look a situation far beyond their classroom, but this is useful if they want to see other situation, for example: how American speaks to writers, typical British "body language" when inviting someone.

3. The power of creation

They are given the potential to create something memorable and enjoyable.

4. Motivation

Most students show an increased level of interest when they have a chance to see language in use as well as hear it.

Besides some of the advantages mentioned above, according to Harmer (2001) teaching learning using video also has disadvantages like as:

1. The nothing new syndrome

Just switching on the monitor in a classroom is not especially exciting for a television and internet viewing population.

2. Poor quality tapes and disks

Poorly filmed and woodenly acted material will not engage students who are used to something better.

3. Poor viewing conditions

We have to ensure that students can see and hear the video. The monitor must be big enough for the people at the back of the class to see the screen clearly.

4. Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. It can also be extremely irritating if a teacher fails to show the class how the story ends.

5. The length of extract

Some people think that more than two or three minutes of video sends students to sleep. Others, like to show students whole programmer.

6. Fingers and thumbs

Students can be irritated by teachers who can not find what they want or get back to where they have just been on the tape or disk.

E. Teaching Writing

This part describe about Techniques in Teaching Writing by Using Videos and The Importance of Improving Writing Skill by Using Video

1. Techniques in Teaching Writing by Using Videos

Writing is a very complex activity because many processes occur at the same time: decisions on information, meaning construction, language formation, editing the product and constant monitoring of the process, Rijlaarsdam(2004). Video has been used in two main ways in EFL, as an alternative to written or audio text, and as a tool for analyzing learners' error. According to Rice 1993 (26-30) there are some techniques to teaching writing with videos as follow:

1. Freeze Frame.

The teacher presses the pause so that the picture will be frozen on screen. Teacher then asks the students to guess what the character will say or do. Then, compare the students' answer with what happens.

2. To use silence viewing.

It is excellent for stimulating writing. Students want to communicate their interpretations of people and actions they have seen on the screen.

3. Vision off.

Students listen to the sound and conversation and make prediction about what happens, who and where the people are in and what they are doing.

4. Jigsaw viewing.

Half of the students go out of the room for few minutes. The remaining half of them watches the video with sound off. The students then switch places and second group listens with the pictures off. Then they come back to share their information.

2. Procedures in Teaching Writing by Using Video

In teaching learning process of writing teachers are free to choose the suitable techniques of using video. Teaching writing by using video according to Rice(1981) as follow:

1. In Freeze Frame the teacher presses the pause so that the picture will be frozen on screen.

2. Teacher then asks the students to guess what the character will say or do.
3. Then, ask the students to make a paragraph based on the video
4. And the last, the teacher ask students to compare the students' answer with what happens.

3. The Importance of Improving Writing Skill by Using Video

In writing activity, video can be used in building the creativity of the students in composing or summarizing the sequence. It can be formed as cartoon, short films, TV commercials, et cetera. Advantages of using video in language learning are that they are relatively short to be understood easily by the students, and most contain a wealth of cultural material which can be exploited with little preparation. They also make the class livelier.

F. Previous Studies

The writer has found two relevant studies that related to the research. The first study was taken from Anggraeni (2012), which found out that YouTube video can improve students writing skill and class situation of English class. The researcher using classroom action research with two kinds of data, it is qualitative and quantitative. Its aim is to know whether the students' writing skill improves or not when YouTube videos are implemented in classroom. Purna (2014), using a classroom action research, found out subjects changing behavior as the result of the positive responses in improving descriptive text writing ability through short video clips technique that was applied by the

researcher in teaching and learning process. The result of short video clips to improve and make the students interested in learning descriptive writing. Indrasari (2010), found of that using short video in teaching writing could improve the students attitude toward writing in the writing class situation during the teaching learning process like as the students more motivated in joining the writing class, they got felling of relax before they wrote the story, they more give attention when the videos were played, and they more confident when they were asked to write individually.

Those previous studies above are used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the writer this time. The study was the effectiveness using video towards students writing ability in narrative text. The differences between this study and previous studies were the objective of this study and the method of this study. Addition, the lack of previous studies above there was on representative of students that will used as sample not too much attention by researcher, instrument that valid and reliable also not considered. The objective of this study was to find the effectiveness of video towards students writing ability in narrative text. The method of this study was quantitative method and the design of this study was quasi experimental design, and in this research the researcher will complete of the preliminary that still lack.