

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter present review of related literature. Furthermore this chapter describes in detail include the teaching of writing, definition of narrative text, media that use in teaching writing.

A. Writing

1. Process of Writing

Writing is one of the activity that have a steps. Writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. According to Harmer (2004:4-5) writing process in a stages that the writer goes throuh in order to produce something in final writen form. There are four steps in writing process based on Harmer (2004:4-5):

a. Planning

This stage usually called pre-writing process. Pre-writing process is process of thinking, talking, reading, writing the topic before conducting to write firs draft. Pre- writing is a way to warming up your brain before you conducting writing. In pre-writing steps its process where the writing starts to collected ideas to write. Taking note is one of way to collecting ideas.

There are some ways to warming up the brain before conduct to write:

1) Brainstorming

Brainstorming is a way to act of expressing the opinion or ideas or start to capture the mind, its mean that in brainstorming we make a list of some ideas in our mind as possible writer will use them.

Writer list that include word, phrase, sentence.

2) Clustering

Clustering is visual way in showing the ideas.

b. Drafting

Drafting is where the writer draws what their ideas that they get in planning process. The writer should use the idea as result of their mind in the planning as a guide. This stage needs an editing for checking the text.

c. Editing

Editing is a way to revise and improve the ideas of writng from drafting before. Richard and willy state that in editing process the writer check grammar, spelling, punctuation,diction, sentence structure, accuracy of supporting detail of text contain such as quotation,example.

d. Final Draft

Final is when the writer have done the step before such as planning, drafting, editing and next is final draft where the writer ready to publish their writing after the writer have check their writing in editing process.

From the explanation above we can conclude that writing process is done through some stages. It's takes study and practice to improve this skill. Writing is not about a product or result but writing is about process, process that follow each steps and practice by writing often, it's will make writing easier also.

2. Element of Writing

Element of writing is part of writing that have a function and can influence in the text or paragraph.

Harris (1969:68-69) states that there are four elements of writing :

a. Mastering Vocabulary/Diction

He stated that vocabulary mastering/ diction have an important role in a language, especially in the writing activity. If writer has many vocab it can be found in how many vocab used in a text. Mastery of vocabulary can improve by reading and listening.

b. Mastering Grammatical Rule or Sentence Structure

Mastering grammatical rules / sentence structure consists of morphology and syntax. Morphological and syntactical rules have 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.

c. Coherence

Coherence means that the writers 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.

d. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. 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.

In addition, Wilbers (2007:1-2) state also about element of good writing:

a. Central idea

This element of good writing involves focusing on a clear, managable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

b. Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material

c. Supporting material

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade. Examples are relevant, specific, detailed, sufficient, and persuasive.

d. Expression, word choice, and point of view

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis. Word choice is clear, specific, accurate, unassuming.

e. Spelling, grammar, and punctuation

This element of good writing counts only when it's wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you make a mistake. Spelling, including technical terms and proper names, is correct. Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense etc. Punctuation, particularly comma placement, reflects standard usage.

3. Teaching Writing in Senior High School

Writing skill is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English. Teaching is a process of interaction between teachers and students which commonly happen in a classroom. Teaching

how to write effectively is one of the most important skill educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only help them in teaching how to write, but that will also be the most effective in helping their students learn to write. According to K13 (*Kurikulum 2013*) MAN Rejotangan, English is taught as a compulsory subject for students. It covers the four language skills, they are listening, speaking, reading, and writing. In writing, there are some competencies that the students have to master. Those competencies are written in the standard of competence and basic competence. The content of the core competence/ basic competence for senior high school students especially grade X semester 1 in MAN Rejotangan can be shown in the table below.

Table 2.1 Core of Competence and Basic Competence of Writing Skill for Senior High School grade X semester 1

Core Competence	Basic Competence
Expressing meaning within written short functional texts and monologue in the forms of recount, narrative and procedure text to interact with people around.	Expressing meaning in the form of written short functional texts using written language accurately, fluently and acceptably to interact with people around in the form: recount, narrative, dan procedure.

From the table of standard competence and basic competence, it can be seen that there are some texts that should be learned by the students. Those are recount, narrative, dan procedure. However, in this study, the researcher will only focus on narrative text.

4. Writing Assessment

Assessment is the gathering of information about student learning process. According Brown (2004:4) stating that assessment is a process of measuring students performance that can identify in curriculum. Further in his other book, Brown (2004: 241-246) explains there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In the process of scoring writing can be done either holistic or analytic. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the evaluator matches an overall impression with the descriptors to get a score It means that the teacher makes a table of scores with the description. In analytic scoring, have a different aspect in level and each level have classification (detail), there are five major elements of writing that are scored. The choice between holistic and analytic scoring depends on the purpose of testing (Hughes (1989:97). However, in this research, the researcher will use analytic scoring to assess students' writing skills especially in writing narrative texts, because this type of assessment is easy in apply and the most practical.

The following is an example of analytic scoring by Cohen (1994:328-329) the categories for evaluating writing are:

Content : it includes statement, related ideas, development of ideas and development of ideas through personal experience, illustration, fact, and opinion.

Organization : it includes the effectiveness of introduction, logical consequence of ideas, conclusion and appropriate length.

Vocabulary : it includes width the knowledge about word and vocab also using of idiom

Grammar : it includes word structure such as to be, tenses, verb pattern etc.

Mechanics : it includes spelling, punctuation, and appearance

From explanation above, we can see more detail in **table 2.2**

Table 2.2 analytical scoring rubric

Content	
5- Excellent	Main ideas stated clearly and accurately, change of opinion very clear
4- Good	Main ideas stated fairly clearly and accurately, change opinion very clear
3- Average	Main ideas rather unclear and inaccurate, change of opinion rather weak
2- Poor	Main ideas not clear change of opinion is weak
1-Very poor	Main ideas not all clear, change of opinion very weak
Organization	
5- Excellent	Well organized and perfectly
4- Good	Fairly well organized and generally coherent
3- Average	Loosely organized but main idea is clear
2- Poor	Ideas disconnected, lacks logical sequencing
1-Very poor	No organization, incoherent
Vocabulary	
5- Excellent	Very effective choice of words and use of idiom and word form
4- Good	Effective choice of words and use of idioms and words form
3- Average	Adequate choice of word but some misuse of vocabulary, idioms, words form
2- Poor	Limited range, confused use of words, idioms, and words form
1-Very poor	Very limited range, very poor knowledge in words, idioms and word form
Grammar	
5- Excellent	No errors, full control of complex structure
4- Good	Almost no errors, good control of structure
3- Average	Some errors, fair control of structure
2- Poor	Many errors, poor control of structure
1-Very poor	Dominated by errors, no control of structure
Mechanics	
5- Excellent	Mastery of punctuation and spelling
4- Good	Few errors of punctuation and spelling
3- Average	Fair number of punctuation and spelling
2- Poor	Frequent of punctuation and spelling
1-Very poor	No control over punctuation and spelling

B. Narrative Text

1. Definition of Narrative text

Narrative text is one of genre of kind of text that telling the story mean make someone enjoy, imagine something that we tell the purpose of this is to entertains the reader. Narrative text is to tell a story or tale that orderly account of events in speech of writing (Hornsby, 1974:561). It is a piece of the text which tells story and, in doing so, entertains or informs the reader or listener. According to L. spencer (2005), narrative text is an account of sequence of events, usually in chronological order. Narrative text comes from someone experience or the writers have imagined, the point of narrative text is to bring one's subject to life.

So, narrative text is a story tells us about something interesting that has purpose to amuse, to entertain for the readers, viewers, or listener.

2. Purpose of Narrative Text

The purpose of narrative text is to present of the world that entertains or informs the readers or listeners (Anderson and Anderson 1997:6). Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

3. The Generic Structure of Narrative Text

Generic structure is a structure that combines some sentences into paragraph or narrative, generic structure consist of introducing or

identification and definition. Sometimes the arrangement or generic structure of narrative text focused in a series of step to develop the story.

According to Wardiman (2002:98) the steps for constructing a narrative text are:

a. Orientation

It is about the opening paragraph where the sets, the scene and the character of the story are introduced. It usually answer the questions Who?When?Where.

b. Complication

It is a series of complication or where the problems in the story developed

c. Resolution

Where the problems in the story is solved. The problem maybe resolved for better or worse happily or unhappily.

Derewianka (1990: 32) states that the steps for constructing a narrative are:

a. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

b. Complication, where the story is pushed along by a series of events, during which we 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 character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

c. Resolution In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are:

- a. Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.
- b. Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
- c. Sequence of events, where the characters react to the complication.
- d. Resolution, where the characters finally solve the problem in the complication.
- e. Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

4. Type of Narrative text

According to Pumamawati (2011:6-8) states that the common forms of narrative text are:

a. Legend

Legend is a simple a story which relates to how a place is formed. 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 etc.

b. Fable

Fable is story about animal's character which action, speak, behave like human. Example: mouse, cat, mousedeer etc.

c. Fairy tale

Fairy tale is story which relate much which magic things, flokloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. Example Snow White, Cinderella, The story of Rapunzel etc.

d. Science fiction story

Science fiction story is story which explore the science as the background or plot of the whole story based upon some imagined development of science, or upon the extrapolation of a tendency in society. Example: 2012, To the moon from the earth

5. Language Features of Narrative Text

Pumamawati (2011:11-13) states that language features of narrative text are:

a. Using processed verb

b. Using temporal conjunction example: one day, a week, later, then long time, long time ago, when, etc.

c. Using simple past tense example: lived, stayed

d. Using noun phrase example: long black hair

e. Using pronouns example: I, me, they, their, it, its, etc.

f. Using nouns example: tree, road, stepsister, housework

g. Using saying verb example: said, told, promised

According to Anderson(1997:8) , the language features of narrative text are:

- a. Nouns that identify the specific characters and places in the story
- b. Adjective that provide accurate description of the characters and settings
- c. Verb that show the actions that occur in the story
- d. Time words that connect events to tell when they occur the use of simple past tense and past continuous tense.

It seem that narrative text has many language features, we have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

C. Media

1. Definition of Media

Media is plural form of Medium. Media are any devices that can help teacher to deliver to a learner materials, skills ,attitudes, knowledge and appreciation or additional materials used when using a teaching method to make learning easy , to help the teacher to make teaching more effectively. Media is important to make learning activities more effective and creative. There are four types of media which are print,visual ,audio and audio-visual. According to Brown (1969: 2-3) media are tools or thing that are used by teacher to facilitate instruction. Teacher uses media to deliver the material to

students in order that students can learn or to pay attention to the teacher who deliver the material in teaching learning process.

From definition above we can conclude that teaching media or medium is something or tools to help the teacher deliver the message, material to students in teaching and learning process. It is called the educational media when the medium transfers message for the purpose of teaching. By using appropriate media, hoped it is can stimulate the students to study because, teaching media have influence on students motivation in study and make teaching learning process is life so that, it will increase students comprehension in the material.

2. Type of Media

According to Anderson (1976) teaching media can be classified into three categories, they are:

b. Visual Media

Visual media is a media that can be seen, such as pictures, moving picture animation or flash card, graphs etc.

c. Audio Media

Audio media is a media that can be listened, such as sound, song, recorder etc.

d. Audio Visual Media

Audio visual media is a media that can be seen and listened, such as film or movie, television,

e. Multimedia

The media that will present a whole media parts, it is synonymous with computer, internet and computer based learning

f. Reality media

Media reality is the media that exist within the natural environment, whether or not applied to state of living or present such as animals, specimen, herbarium etc.

In addition, kind of media also state by Sugeng (2010: 165) summarizes types of media as follows.

- g. Printed media can be books, story books, newspapers, magazines, and other printed materials such as manuals and recipes.
- h. Still media can be charts, pictures, picture cards, posters, slot boards, and flannel boards.
- i. Audio media can be the radio, audio tape, telephone, and natural sounds.
- j. Visual media can be OHT/OHP, slides, photos, and film strips.
- k. Audio-visual media can be the TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes.
- l. Real-object media can be real objects, specimen, and models.
- m. Simulated media can be games and quizzes, role plays, and simulations.

From the explanation above, it can be seen that there are many choices for the teachers to match the media with the learning objective and learning product. In this case, the researcher will use one of audiovisual media as a medium to teach writing especially narrative texts because, this media has a good ability, this media rely on two senses at the same time, the sense of hearing and sense of sight. With the media is expected can increasing students' motivate in learning and clarify the material that explained.

3. Function of Teaching media

Teaching and learning process can not separated from teaching media, it has many function to support learning activities. According to Munadi (2008: 36-48) there are four function in teaching media they are:

a. Teaching media as a learning source

It means that teaching media to replace the teacher's attendance and function especially in learning sources, it can make material easy to understand by the students in learning process.

b. Teaching media as Semantic function

It is used to give visualization symbol verbal that can understand by students. The symbol refers to thing that explain for example symbol of fruits like apple, orange etc. in order that teacher not get the difficulties in explanation.

c. Teaching media as manipulative function

It is used to overcome the limitation of time, people, sense so it can help the students to understand a small object.

d. Teaching media as psychological function

In psychological function, there are some functioned they are:

- 1) Attention function: to attract students attention or concentration to follow teacher's instruction when deliver the material in teaching and learning process.
- 2) Imaginative function: to make students develop their imagination through teaching media, they can imagine miniature thing as media with the real.
- 3) Motivate function: to make students motivated to individually study appropriate with their skill and interest.
- 4) Socio cultural function: to enable direct interaction between students and environment or social.
- 5) Affective function: to stimulate students attitude, feeling, emotion, ability, and creativity I order can make teaching learning process more effective.
- 6) Cognitive function: to facilitate in order can achieve the learning goals, students become easy to understand and remember the material through teaching media.

In addition, teaching media function also states by Sudjana and Rivai (1992:2)

- 1) Learning more fun and make students enjoy with the material in learning.
- 2) To clear the material up in order students can easily catch the explanation.
- 3) To attract students attention to follow teacher
- 4) To make similar between experience and students perception in receiving message.
- 5) Students can doing many learning activity because not only listen teacher's that explain.

Based on the explanation above, it can be defined that teaching media is something which can be used to deliver message of education from sender(teacher) to receiver(students). It must be able to stimulate students thought, feel, attention, and intention in order to have teaching and learning process which enable students in understanding messages of education.

4. How to use teaching media in the classroom

Media in learning is something that is used in the learning process, in order to facilitate students' understanding of the lesson, the teacher makes it showed a facts, and anything that can help realize the goals to be achieved.

In application, the learning media in outline through the steps as follows:

1. Preparation step

- a. Preparation of Media. The media that used must be tested first in order it can be used efficiently and deliver benefits.
- b. Preparation of teachers. Teachers set what the goals to be achieved through what media will be used, doing identification of the relationship of the media with the lesson material that will be presented, easy, and efficiency of using media in the classroom.
- c. Preparation of students. Students are prepared to accept the lesson material using a predetermined media by teachers and do whatever is instructed by the teacher.

2. Presentation step

Teacher explain to the students about the media and how to use the media.

3. Next step

Here, teacher doing evaluation of the success of the media in the learning and success of students and teachers in the use of media.

D. Movie

1. Definition of Movie

Movie as one of entertain device that become people favourite nowadays. Movie is a recording of moving images that tells a story and that people watch on a screen or television. It can be used in a lesson and can 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). According to Susilana and Riyana (2008:19) state movie also called a motion pictures, is a series of still image which, when shown on screen, creates the illusion of moving images due to phenomenon. It shows that motion makes movies become unique and life. Meanwhile, Sadiman, et. Al (2009:67) said that movie is an effective media in teaching learning process because it can stimulates student skill such as receptive skill (listening and reading) and productive skills (speaking and writing) by seeing the pictures and listening the audio. David and Lamb (page:193) states that movie can give the different function for learners at different level. For beginner learner it can give examples of authentic language use in limited context of use. For higher level, movie can give variety, interest, stimulation and motivation.

From definition above, it can be said that movie is a medium that present audio-visual message and movement that are show into a screen and one of the media that can be useful for students in teaching and learning process.

2. Movie genres

There are several types of movies that people watch regularly, and we can categorize them into some groups, based on Tim Dirks (2014):

a. Action movie

Action movie are always favourite since they are different from others. They show us that life can be dangerous, dejected, bloody, and mortal or it can be glorious, innocent, and normal. It depends on the producers of action films.

b. Adventure movie

Adventure movie usually exciting stories with new experience and also usually explore new place, like a jungle, sea, mountain etc.

c. Comedy movie

Comedy movie is a genre of movie in which the main emphasis on humors, joke and deliberately designed to amuse and provoke laughter by the language, action, character etc.

d. Crime and Gangsta movie

It is a genre of movie that focused on the lives of criminals.

e. Drama movie

Drama movie is serious movie usually it drawing the reality phenomenon, characters, situation.

f. Horror movie

It can related to suspense movies, they are dominated by elements of horror, suspense, disgust, terror.

g. Musical or Dance movie

It is type of movie where features songs that are sung by the actors and dancing.

h. Epic or historical movie

It is movie that take a historical story or imagined event, mythic, legendary or heroic figure.

i. Science fiction movie

This movie often about imaginative heroes, aliens, impossible quest, fantastic places, sophisticated technology, robot, monsters etc.

3. The Advantage of Using Movie as Media in Classroom

The use of movie in classroom can increase students motivation to study because its playful and fun. Using movie through specific task activities become good vehicle in teaching learning process.

The application of using movie in English teaching has the following advantages based Chan and Herrero (2010:10):

- 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 movie;
- c. It improves oral and aural skills (Altman, 1989);
- d. It provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech.

- e. Movie can be used for enjoyment, creating a positive situation in a classroom which can enhance motivation.
- f. Movie can be 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.

In addition the advantages of movie also stated by Harmer (2001:282):

- a. Seeing language in use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly helps comprehension to increase students' concentration and increase students' skills from watching the movie.

- b. Cross-cultural awareness

Students can look at situations around their classroom. This is useful if they want to see for example, how people in other countries speak or communicate with others how they use body language when speaking etc.

- c. The power of creation

When students make their own movie as a media in teaching and learning process, they are given the potential to create something memorable and enjoyable by task of making a movie can increase their creativity.

- 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 it can become an interesting task for students.

Besides the advantages, using movie as a medium has several disadvantages,

there are:

- a. During playing movie, teachers cannot explain well any material because it can disturb students' concentration.
- b. Students cannot understand the movie well if it is played too fast
- c. If the listening equipment has bad quality, the students cannot listen the sound of the movie.
- d. The equipment is expensive.

For explanation that explained above, movie can give many the advantages in teaching learning process in classroom but it depend how teacher can manage the time when to whatching movie and when to listening teacher explanation about material and also teacher must choose how the movie that suitable with students level because beside the advantages as medis movie also have a disadvantages.

4. Movie as Audio Visual Medium in Teaching Writing

Writing is one of productive skill that must be learn in language classroom. Students must understand about word and grammar that they need to express in the text. In teaching learning process, teacher are expected to make it more interesting through the medium used. Movie is one of media that can be used in teaching writing, especially in writing narrative text. According to Asnawir (2002:95) good movie has some features, one thing is movie can increase students interest. By using movie, teacher can give enjoyable situation in the classroom so that students have a big enthusiasm in teaching learning process, besides visual media can help students master the material that the teacher gives to them

E. Animation Movie

1. Definition of Animation movie

Animation movie are show from live-action ones by unusual kinds of work that are done at production stages (Bordwell and Thompson 1997:50). When projected, it uses computer graphic in creating animated image. It teaches students about history, science,

human behavior and any other subjects. According to Lynne (2001) the students' interest is one of the main factors to achieve the goal of teaching learning English. For that reason, animation film is a medium that can be used to increase students' motivation in learning writing. According Vukoja (2005) the use animation videos or movie in pre writing activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme). From the statement above we can say that animation film is good media in teaching writing in order to improve student's narrative writing ability.

2. The differences between anime movie and cartoon movie

Anime and cartoon both are included in animation movie, animation movie it self is a general technical term to definition of movable picture. Anime movie is kind of movie which involved a sound, recording a picture series, picture series here because before produce moving picture it just picture that drawing in a paper or in a software then edited, its drawing like a human life, showing figure and character like human but in anime form. Cartoon movie is movie in a short time which involve a sound and funny movable picture usually it drawing about human life too. But, in physical characteristic anime more similar with people but in cartoon usually in animal or people but in physical characteristic cartoon made more funny form.

From definition above it can be concluded that animated stories are stories which are presented in the form of animation. It

means that the stories are displayed in moving pictures to help the viewers understand the stories. The researcher uses animation movie because, is appropriate for the students in senior high school because it is interesting for them and has a simple story and also funny character. Beside that, the movie has a moral value and the language is easier to be understood. Movie can be an effective media in writing teaching. It provides students in an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

3. Advantages of Animation movie in a Teaching Learning

According to a module entitle “Animation as a Learning Tool” (2005) , children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage and develop children’s learning is not only fun but effective. It means that the students will enjoy the taching learning process when the teacher uses animation because it is more interesting. The brochure also states that by using animation, children develop skills competencies in story telling, visual communication, cognition, emotional, ethic and aesthetic aspects, observation and sensory aspects, concentration, problem-solving and innovative aspects. From the statement, it can be said that animation is a good choice to develop students’ competence. So, it can be seen that in story telling in the form of written language, animated stories are the most interested media for young students or junior high school student. A

booklet about animation entitled “Teaching With Animation” (2005) states that animation has the following advantages:

- 1) Animation is popular among children
- 2) With animation no after-editing is necessary
- 3) Animation makes it possible to be in control of the film because one works on each picture on the filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyse.
- 4) Animation can be included in a regular teaching situation because it does not take up a lot of space.
- 5) Animation and imagination are closely connected which makes it possible to use animation even with the youngest pupils.
- 6) Animation makes “moving in time” easy.
- 7) An animation production can combine the physical and the virtual worlds.
- 8) Animation strengthens the creative mind.

Based on the explanation about the advantages of using animation, it can be concluded that animation is very helpful for teachers to motivate students in learning and to improve students’ imagination or creative mind. Meanwhile, the teacher should choose an appropriate animation and he or she should consider the duration. Short animated stories, therefore, are the most effective media to use.

4. Use animation movie in the classroom

In this research, the researcher uses movie as a medium especially animation movie. Movie can be more effective than other instructional media relating one idea to another, building a continuity of thought, creating dramatic impact. The main aim of animated movie in teaching is to help students easy in catch the ideas of story to writing. For the description, animation movie can be used for rewriting or retelling a story. The teacher can begin the lesson by giving question related the movie that would be watched. After that, lets the students watch it.

5. Procedures of Applying Animation Movie In Teaching Writing

In the process of teaching, teacher can use stimulate media to stimulate students interest. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher uses movie as a medium especially animation movie. Animation film is expected to be effective media for teaching narrative writing because according to Wright (1976) animation video or film contain some elements of narrative such as, characters, dialogues, plots, and climax therefore the students can understand the generic structure of narrative text because it shows real images and simple story or plot. From animation movie, the students will get overall description of movie such as setting, plot, character,

moral values and others. The description above movie is in line with narrative texts which contain generic structures and language features.

Animation movie can be used for retelling a story by following the procedure based on Fadilah (2015):

- i. Before the students watch movie, teacher guides students to make a notes related to the movie such as setting, character, etc.
- ii. The teacher give instruction based on the movie that will be easy students to make a narrative writing arranging orientation, complication and resolution.
- iii. Teacher must ask students to concentration in movie, if they get difficulties vocabulary they can ask teacher after movie ends by make a notes.
- iv. Teacher can begin a lesson by giving question related to the movie that would be watched.
- v. After that teacher allow the students identify movie. And students start whatching movie.
- vi. After the movie is end and students done in a take a note, teacher and students discuss together about overall description of movie by related with narrative text material and ask the students to analyze the movie together, students must share their idea, mind, feeling about movie and focus on writing process.

By using animation movie, students will be more interested in learning writing. Beside that they will practice regularly especially in writing.

F. Previous Research

There are some previous studies which are similar or in line related teaching of writing narrative text. Here, the researcher summarizes some previous studies that can be use as guidelines for the researcher in conducting the new one, and explaining the way this study is different from previous ones.

In this research, the writer find the inspiration from previous research that addressed the similar topic, there are some researchers conducted in English writing. One of them by conducted by Supriyanti (2010) the purpose of her study are she want to know the effective or not of using fairy tale movie to help in teaching narrative writing. The similarities between previous study and the researcher is on the object of study that is writing. But the different aspect of previous research and the writer are on the media that used in research of collecting data the previous research is on media that used by the previous researcher uses fairy tale movie while, the writer uses animation movie in fairy tale, legend, fable. The weakness of previous study is on the use of media only using fairy tale genre movie.

Besides that, by Fadilah (2015). The purpose of her study is to see the process of improving students' writing skill in narrative text.

The similarity aspect between previous research and the writer is the use same media that is movie. But the differences is on the research approach she is using Classroom Action Reseach.