

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter there are some points are discussed by the researcher they are, writing narrative text, medium in language teaching learning, animation film as the medium, and previous study.

A. Writing

1. Definition of Writing

Writing as one of four language skills is considered a difficult skill because the researcher should fulfill aspect of writing such as content, organization, purpose, vocabulary, punctuation and spelling in balance way.

Harmer (2004: 31) states that “writing is a way to produce language and express idea, feeling, and opinion”. It means that is one speaking representative through media. “Writing is a process that what we write is often heavily influenced by constraints of genres, than these elements have to presented in learning activities.

Furthermore, Sudaryanto (2001: 64) says that writing skill is a in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (1989: 21) states that writing is

a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2. Process of Writing

Writing as one of productive skills need a process. Harmer (2004: 4) states that “Writing process is the stages that a writer goes through in order to produce something in its final written form.” There are four steps in writing processes:

a. Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but

also the choice of language. Thirdly, writer has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

b. Drafting

The first version of writing called draft. The writer must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

c. Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “ in editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

d. Final Version (Final draft)

One writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first

draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

3. Elements of Writing

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

a. Mastering Vocabulary/Diction

He stated that vocabulary's mastering / diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts, mastery of vocabulary can improve by reading and listening a lot.

b. Mastering Grammatical Rule's / Sentence Structure

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

c. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of

logical order and the ideas are connected by use of appropriate transition signals.

d. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. 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.

4. Teaching Writing in Junior High School

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) MTs Aswaja Tunggangri Tulungagung, 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 standard of competence and basic competence for junior high school students especially grade VIII semester 2 in MTs Aswaja Tunggangri Tulungagung can be shown in the table below.

Table 2.1 Standard of Competence and Basic Competence of Writing
Skill for Junior High School Students Grade VIII Semester 2

Standard of Competence	Basic Competence
12. Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around.	12.1 Expressing meaning in the form of written short functional texts using written language accurately, fluently and acceptably to interact with people around 12.2 Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narrative.

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 announcement, advertisement, and invitation for the short functional text, meanwhile, texts which are categorized as essays are recount and narrative. However, in this study, the researcher will only focus on narrative text.

B. Narrative Text

1. Definition of Narrative Texts

Narrative text is the one of the text types that inform and entertain the reader of the stories. Explore the value of the social, culture, religion, moral, etc that focus on teaching the reader or the writer in the life better. Kiszner and Mandel (2009: 60) said “narration is writing that tells a story.”

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

2. The Forms of Narrative Text

Nuning Pumamawati (2011: 6-8) states that the common form of narrative text are:

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 flokloric 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, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating

of a situation that could not arise in the world we know. Some examples of science fiction are: *To the Moon from Earth* by Jules Verne and *Space Odyssey* by Arthur C. Clarke.

3. The Generic Structure of Narrative Text

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

1) Orientation

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

2) Complication

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

3) Resolution

Where the problems in the story are solved. The problem may be resolved for better or worse happily or unhappily.

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the

complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

4. Language Features of Narrative Texts

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

- 1) Using processed verb
- 2) Using temporal conjunction example: one day, a week, later, then
long time, long time ago, when, etc.
- 3) Using simple past tense example: lived, stayed.
- 4) Using noun phrase example: long black hair.
- 5) Using pronouns example: I, me, they, their, it, its, etc.

6) Using nouns example: tree, road, stepsister, housework

7) Using saying verb example: said, told, promised

C. Medium in Language Teaching Learning

1. Definition of Media

The word media derives from latin medias that “between” or mediator. In arabic media is intermediary or mediator a message from sender to receiver message.

In addition, Gagne and Briggs (2008: 4) cited on Arsyad Azhar’s book said that medium is device used deliver content of material which includes some of book’s, recorder, video, film, photograph, picture, television, computer. In other words, “medium is a component of learning resource or physical vehicle that contain instructional material on students’ environment that can stimulate student to learn.

2. Classification of Media

There are a lot of media in teaching and learning processes. Nasution (2005: 102) classifies media into 5 types, those are:

a. Blackboard

This teaching tool is very popular, used by traditional or modern school and can be combined with other teaching tools such as radio, TV. Tool is used in every method of teaching. Blackboard can be used for writing that makes pictures, graphs, diagrams, maps and so on with white or coloured chalk.

b. Picture

Picture can be collected from various sources such as calendars, magazines, newspapers, pamphlets from travel agents, and etc.

c. Models

Models can be imitation of real objects such as models cars, trains, houses, animals etc.

d. Collection

Various collection can be organized as a variety of textiles, stones, dry leaves, currency, stamps, etc.

e. Map and Globe

Geography and history lessons will be crippled without a map. Kinds of maps shall be provided on each part of the world, also our economy, population and so forth.

While Azhar (2011:33) divides media into two categories:

a. Traditional media

- 1) Visual silence that projected can be opaque projection (invisibility), overhead projection, slides, and filmstrips.
- 2) A visual that not projected can be picture, poster, photos, charts, graphs, diagrams, exhibitions, and information boards.
- 3) Audio can be recording disc, cassette tape, reel, and cartridge.
- 4) Multimedia presentation can be slide plus noise (tape), multi-image.

- 5) A dynamic visual which is projected can be film, television, and video.
 - 6) Print can be textbooks, module, programmed texts, scientific magazines, period, and loose-leaf.
 - 7) Game can be puzzle, simulation, and board game.
 - 8) Realia can be model, specimen (sample), manipulative (maps, dolls).
- b. The latest media technology
- 1) Media based on Technology can be teleconference and distance school.
 - 2) Media based on microprocessor can be computer assisted instruction, computer game, intelligence tutor system, interactive, hypermedia, and compact (video) disc.

3. Function of Media

At first the media only function as a tool in teaching and learning activities in the form of medium which can provide a visual experience to the students to encourage motivation to learn, clarify, and simplify the complex and abstract concepts become more simple, concrete and easy to understand. So the media can serve to enhance absorption and retention of children to learning materials.

According to Usman (2002: 24) the function of media are: (a) to help students to learn and teachers to teach; (b) to give real experience to the students (the abstract can be concrete); (c) to attract more students'

attention (lessons become not boring); (d) to all senses of the students can be activated; (e) to develop students' attention and interest in learning.

4. Advantages of Media

Arsyad (2003: 27) states that there are many advantages of media in teaching and learning, as follows:

- a. Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.
- b. The media can enhance students' attention so that media can create some motivations of learning, the more direct interaction between students and their environment and students' possibility to learn independently in accordance with the abilities and interests.
- c. Teaching media can overcome the limitations of the senses, space and time:
 - (1) Objects that are too large to be displayed directly in classroom can be replaced with images, photographs, slides, reality, film, radio, or a model.
 - (2) Objects or images that are too small can be presented with the aid of a microscope, films, or pictures.
 - (3) A rare occurrence that happened in the past or happened once in decades can be displayed through video, films, photographs, or slides.

- (4) Object that has very complicated process such as blood circulation can be displayed in a concrete way through the film, pictures, slides, or computer simulations.
 - (5) Dangerous experiments can be simulated with media such as computer, film, or video.
 - (6) Occurrence of natural events such as volcanic eruptions or process that in reality the process takes a long time like a cocoon becomes a butterfly can be presented with the techniques of time-lapse recording of film, video, slides, or computer simulations.
- d. The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos.

From the explanation above, the writer concludes that media are very important in teaching and learning process. Media can give many advantages in teaching learning process. Media can make students easy to understand the material because they are interested in teaching learning process. Media can provide the material that cannot be provided when teachers explain the material without media. By using media, students will also be more active in giving respons to the teachers' explanations.

C. Animation Film as The Medium

1. Definition of Film

A film is a visual aids that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class (Harmer, 2001: 282).

According to Encyclopedia International (1973: 112), films is in fact, both an art form and a medium of mass entertainment, and in the latter capacity it has had a significant impact in a sociological sense.

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). Meanwhile, Azhar (2011: 49) defines film as pictures in a frame where frame by frame is projected through the projector lens mechanically. So the pictures in the screen looks alive.

2. Animation Film

Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages (Bordwell and Thompson 1997: 50). Animation films do not do continuously filming outdoor action in the real time, but they create series of images by shooting one frame at a time.

Animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time.

When projected, the sequences of frames take on the illusion of motion. It uses computer graphics in creating animated images. It teaches students about history, science, human behavior and any other subjects.

The researcher uses animation film as a medium in teaching writing narrative text. It is appropriate for the students in junior high school because it is interesting for them and has a simple story. Besides that, the film has a moral value and the language is easier to be understood. Film can be an effective media in writing teaching. It provides students with an idea to write, share their opinions in writing and stimulate their interest in the teaching and learning process.

3. Advantages and Disadvantages of Film in Teaching Writing

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved. However, in the teaching and learning process, a teacher needs to bring and apply all components into the classroom.

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

a. Seeing language-in-use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how

intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

b. Cross-cultural awareness

A film uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British, body language when inviting someone out, or how Americans speak to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

c. The power of creation

When students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in English.

d. Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.

According to Azhar (2011: 50), he describes that the disadvantages of using film in teaching and learning process are:

- a. Procurement of film generally is expensive and cost a lot of time.
- b. When the film showed, the pictures will keep changing making all students are not able follow the information given through the film.
- c. Films not always appropriate with the needs and desired learning objective.

4. Film as Audio Visual Aids in Teaching Writing

Writing is one of productive skills that must be learnt in a language classroom. Learners, engaged in a productive skills task can become very frustrated when they do not have the word or the grammar they need to express themselves.

In teaching learning process, teachers are expected to make it more interesting through the medium used. Film is one of the media that can be used in teaching writing, especially in writing narrative text. According to Oemar Hamalik (2004: 51) that was cited from Asnawir's book, good movie or film has some features one thing is film can arouse students interest.

By using film, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material.

D. Previous Studies

In this part, the researcher describes the some previous studies that are relevant to this thesis:

1. The first previous study was conducted by Sri Romadoni (2010) about The Use of Pinocchio Cartoon Film to Improve Students Narrative Text Writing Skill at the Eighth Grade Students of SMP 37 Semarang. The finding show that the students' progress during teaching and learning activities by using narrative film to improve writing was good. The students' achievement in writing improved. It was supported by the improvement of the result from the pre-test to the post-test. The average scores of the pre-test, first cycle, second cycle and post-test were subsequently 62.875, 72.125, 74.75 and 79.35.
2. The second previous research was conducted by Nafik Fitriana (2011) about The Use of Animation Movies to Improve Students' Writing Skill of Narrative Text at the Eleventh Grade Students of SMAN 1 Teras. The research findings prove that animation movies could improve the students' writing skill of narrative text and the class situation. The mean score had the advancement from the pre-test to the post-test. In the pre-test the students got 63.38, while in the post-test 1 they got 70.43 and in the post-test 2 they got 78.07.

In summary, although some empirical studies have proven that the use of animation film can be an effective medium in writing narrative text. This studies related to the use of animation film and writing narrative text need to

be conducted. Therefore, this study would like to investigate the effectiveness of using animation film in writing narrative text. By doing this study, it is expected to find out whether using animation film as the medium in writing narrative text and to know how far is the effectiveness of using animation film as the medium in writing narrative text.