CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter is about some literature related with the study. Some theoryabout video as media in teaching writing narrative text will be explained in thischapter.

A. Writing in Language Learning

1. The Definition of Writing

Writing is a form of words that in general and it may have a higher truth value than the fact that it has set it down by an ability to make it. It means the product of the writer should be truly acceptable by the readers. So that the readers know what is the main idea of the writter.Harmer (2004:31) states that " writing is a way to produce language and express idea, feeling, and opinion".

Meanwhile, Tangpermpoon (2008 : 1-9) defined that writing is known as the most complicated skill to master for language learners because they need to have several background knowledge of L2 about the rhetorical organizations to their readers.

Based on that explanation, it shows that learning writing is difficult and students should understand about writing process so they are able

express themselve confidently, effectively, and efficiently in order to create a piece of writing.

2. Process of Writing

Writing is a productive process. Process of using symbols to communicate throughts an ideas in a readable form. Harmer (2004 : 4) stated that writing process involves a series of steps to follow in producing a finisehed piece of writing. There are :

1.) Planning

Planning is the arrangement conduced to do something. The planning stage is important because at this stage lies the ideas of process of writing. This may involve making detailed notes. Writers plan what they are going to write, before starting to write or type, they try and decide what it is they are going to say. To make easy, for some writers this may involve making detailed note. When planning, writers have to think about three main issues, the first place they have to consider, the purpose of their writing since this will influence. Not only the type of the text the wish to produce, but also the language they use, and the information they choose to include. The secondly, the writers think of the audience, this will influence not only the shape of the writing, but also the choice of language. For example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece, which means how best to sequence the fact,

ideas, or arguments which they have decide to include. So, in this process students are making notes about what will they write.

According to Langan (2005: 23-32), there are some strategies and techniques for generating ideas.

1. Freewriting

   Freewriting is writing without stopping. Freewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. The purpose of freewriting is to generate as many as possible and write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

2. Questioning

   In questioning, the writer generates ideas and details by asking questions about the subject. Such questions include *Why? When? Where? Who? What? And How?*

2.) Drafting

Drafting is the process of putting all ideas and throughts in a piece of paper which will be in the very rough from. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing as a drafting. Students make specific ideas of their product.

3.) Editing

The way to revise and improve the first draft is called editing. Editing is essensial part of preparing a piece o writing for public reading or publication. The many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft, she or he has written, whether it is ambigous or confusing. They can move paragraph around or write a new introduction and also they may use a different form of words for a particular sentence. Reflection and revising are often helped by other readers who comment and make suggestion. For another readers reaction to piece of writing will help the author to make a appropriate revisions.

4.) Final Draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from both of the originnal plan and the first draft, because many things perhaps have been changed in the editing process.

3. Narrative Text

a. Definition of Narrative Text

Narrative is text which tells a story and entertains or informs the reader or listener (Anderson 1998:8). It is true that narrative is another word for story. Narratives can tell long stories or just a few

minutesworth of excitement. It is communicated using radio, television, books, newspaper, and computer files. Other media, like pictures and video can also be used in learning process should appropriate with the students level. So, the students can understand the material well and happy because they get the various media in their learning process.

The purpose of narrative text is to entertains the readers or listeners.Narrative usually presented in order to give the reader or listener some entertainment materials through factual or imaginative experience.

There are two kinds of narrative. They are nonfiction and fiction (Dependiknas: 3). Fiction narrative is a name of story not entirely factual, but at least partially shaped, made up, imagined. It sometimes tells about the author's imagination and the authors opinion about something. It means that the story of texts is not factual and most of them are imaginative. The fiction narrative can be form of novel, legend, folklore, and fable. The fiction narrative is mostly used for fun. It is made for pleasure and entertainment. Generally it tells about unrealistic and imaginary things in the world. It is mostly telling us about something that must be impossible happen in the reality.

b. Components of Narrative Text

In the narrative text, it can be a good text if the writer has to include andlearn about the components of narrative text which divided

into two parts. There are the language features and also the generic structures.Accordingto Anderson (1997), narrative text has three significant schematic structures: Orientation, complication and resolution.Moreover in thedevelopment of narrative text, generic structures of narrative text canbe:

1) Orientation-complication-resolution

2) Orientation-complication-resolution-reorientation

3) Orientation-evaluation-complication-resolution-
   reorionreorientation

In this study, the researcher choose the orientation-complication-resolutation as the generic structures of the narrative text. The definition of thegeneric structures shows as follows:

a.) Orientation is the surface condition of a story. It tells about the characters, what story, where the story happened and also the time of the story. It is beginning of the narrative text, which tell about the surface condition about the narrative or the story that the writer want to tell.

b.) Complication is the problem of the story. It tells about what happened in the story. It also tells about the entire event that happenened in the story.

c.) Resolution is problem solving of the problem that appears in the story, and the conclusion of the story it self. It is the end of the story, wether it it sad or happy ending.

4. **The Nature of Media**

The Definition of Media According to Sumantri(2001:153), "Media Pengajaran atau pembelajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai perantara untuk menyampaikan bahan – bahan instruksional dalam proses belajar mengajar sehingga memudahkan mencapai tujuan pengajaran tersebut." It is mean that media is used in teaching learning as to convey the instructional materials to reach the objectives more easily. Furthermore, Sadiman(2002:6) said "Media berarti perantara atau pengantar pesan dari pengirim pesan kepada penerima pesan." Media can be regarded as a mean to deliver the message from the giver to the receiver. From the definition above, media can be defined a communication that used to convey the information from the giver to the receiver. Related to teaching and learning, media is meant by a means of communication used in the teaching learning process to convey the information such as teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson.

5. **Kinds of Media**

1) Traditional Media

   a. Projected Visual (OHP, slides, filmstrips)

   b. Un projected Visual (picture, poster, photograph, chart,graphic,diagram)

   c. Audio

    d.   Multimedia presentation (slide with audio, multi-image)

    e.   Dynamic Projected Visual (film, television, video)

    f.   Printed media (text book, module, workbook, magazine, handout)

    g.   Games (crossword, board)

    h.   Real thing (model, specimen, manipulative-mannequin)

2) Technology Media

    a.   Telecomunication-Based Media

    b.   Microprocesor-Based Media

6. Teaching Media in Writing

In the teaching writing, it is important that teacher choose media in writing which have a chance of appealing to the students. An engaging writing is one that involves not just intellectually but emotionally as well also; it amuse, intrigues, or makes students feel good. To engages students in writing may be between a student to other is different. Music, can be use to awake the students creativity, espesially if they respon particularly well to *auditory* input. Pictures, can have the same effect for those who are stimulate by *visual* input. Students write jointly on the board to *kinesthetic* simulation, and there is an other, *audio-visual* combination between sounds and picture like video, one produce audio and visual.

7. Video

a. The Definition of Video

Nowadays, video is an element that needed in learning languages. By using the video the class can be fun and make a good atmosphere. The students can enjoy the lesson through watching a video. This way also can help students to understand the content of an event better. Jeremy harmer (2007: 308) stated that "There are many good reasons for encouraging students to watch while they listen". Means by using video the students can see the language invite. For example: The sequence of events, the real character, and they also can learn about the culture.

Video is best defined as the selection and sequence of massages in an audio-visual context. Beside that, video can also stimulate and motivate the students interest.

b. The Advantages of Video

The use of video in language teaching learning is considered as an effective way to present the materials. It can be used in every level and every skill. It depends on teacher's objectives for the lesson. According Heinich, et al (2002: 196) the advantages of video are follows:

a) **Motion**

Moving images have an obvious advantage ovel still visuals in potraying concepts in which motion is essential to mastery (such as phychomotor skills)

b) **Processes**

Operations, such as assembly line steps or science experiments in which sequential movement is critical, can be shown more effectively.

c) **Risk-free Observation**

Video allows learners to observe phenomena that might be dangerous to view directly, such as an eclipse of the sun, a voicanic eruption, or warfare.

d) **Dramatization**

Dramatic recreations can bring historical events and personalities to life. They allow students to obseve and analyze human interactions.

e) **Skill Learning**

Research indicates that mastery of physical skills requirerepeated observation and practice. Through the video students can view a performance over and over again for emultion.

f) **Affective Learning**

Because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.

g) Problem Solving

Open-ended dramatizations are frequently used to present unresolved confrontations, leaving it to the viewrs to discuss various ways of dealing with the problem.

h) Cultural understanding

We can develop a gut-level appreciation for other cultures by seeing depictions of everyday life in other societies.

i) Establishing Commonality

By reviewing video programms together, a disparate group of people can build a common base of experience to discuss an issue effectively.

c. The Importance of Video

The use of video in language teaching is an effective way to present teaching materials. Video be a flexible media. It can be used at every level of education as the supplementary material in language affirmations and practices. It also can be implemented for the main component of an intensive course. Further, videos offer several positive values rather that other material, such as text book. It was supported with the theory from Stempleski and Tomalin. "Video is highly motivating" Stempleski and Tomalin stated that the combination of moving pictures and sounds are able to present language in more comprehensive ways than any other teaching media

and more realistic too. A video is combination of picture and sounds which serves the reinforcements of students' motivation. The students' high motivation and interest are very important for successful language teaching and learning.

8. **Teaching Writing Narrative Text By Using Silent Video (Charlie Chaplin's)**

Nowdays, there are so many videos that most of all level of ages like to watched them. One of them is Charlie Chaplin's video. It is a unique video. In this video, there is main character of Charlie Chaplin. There is no any utterance or dialogue, but it is only a moving the main character. Charlie Chaplin in this video is has several events that make a plot story. Many people can understand about the story of Charlie Chaplin's video although there is no any dialogue or utterance. The researcher use Charlie Chaplin's video to teach writing narrative text as the effective way.

B. **The Review Of Previous Study**

This study is focused on teaching narrative writing using video. The previous researcherdescribe the implementation of short video as the media in teaching narrative writing. The result of students narrative work, and the problem faced by the student in teaching learning process. And the researcher concluded that the students can create their ideas in developing their narrative. Actually the previous study and this study have the same purpose. But, they

have differences. The differences is in the material subject those are to conduct the writing narrative ability of the students at MA AL-Muslihun, Tunggangri, this research is related to the previous one done by Yatimah who conducted a study on film as media in teaching narrative writing the Second Grade Students of SMP Negeri 3 Salatiga (2013).

The second previous study is done by Puspitasari (2014) who conducted a study on The use of Picture series to improve the Writing skill of tenth grades students of SMA N 1 Srandakan in writing narrative texts. This study focused on the implementation of picture series. It is explain that picture series is a good media in teaching writing narrative process. This pevious study is focused in picture series whereas this research focused on video. The last one is from Romadhoni (2010). She conducted a study on the video as media to teach writing narrative text. She uses action research to a cerain a problem encounered during the teaching and learning process through cycle of action. Sri used four componens in one cycle for doing classroom research: planning, action, observation, and reflection to collect the data and the students writing score. She finally found that use a video to teach writing narrative text was appropriate to be applied in the classroom.

In this research, the researcher uses similar media, a video to teach writing narrative skill. But, the researcher selected a specific type of video. It is Charlie Chaplin's video which has no dialog in that video or we can called it as silend video.