CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of related theories and literatures which consists of: the nature of writing, narrative text, media, and the nature of video.

2.1 English Language Teaching

English is one of many languages in the world. There are some doubts as to its future status, but even in the present it is worth countering the idea that is an all embracing world language. There are many more people in the world, especially in Indonesia, who do not speak English than there are people who do. Therefore, English language teaching has an important role in improving language skill.

Harmer (2004: 57) describes that teaching means to give knowledge to someone, it means that teaching is an activity to instruct or train someone in order to get something (knowledge). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.

2.2 Writing

2.2.1 The nature of writing

Writing is a creative process in creating into letters, words, and other graphic symbols. The result of this creative writing can be called a written or composition terminology. Both of that terminology points on the same result, although there are some opinions that say both of that terminology have different explanation. Terminology of writing is often pasted on creative process that gets scientific type. While, terminology expatiates frequent be pasted on creative process that gets type non-scientific.

Nurjamal in Sumirat, Darwis (2011: 69) interposes that writing is someone ability in interposing ideas, feelings, and thinking to person or another by using writing medias, it can be called as a language skill.

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence.

Organization competence is ability to comprehend and form correct sentences, understand meaning of sentences and pour theses sentences into a text. Based on this statement, it can be concluded that writing is one part of the competencies. The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is process of delivering informations or expressions of original ideas in a consecutive way in the new language. Brown, (2001: 336) also says that writing is a thinking process, it shows that how can we describe our thinking through our writing. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing consists of two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this

activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and Mclver and also Harmer. Urquhart and Mclver (2005: 5-6) state that writing is one of skill that is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

Based on the definitions above, the definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

In summary, writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

2.2.2 The importance of writing

Writing can and should be a stimulating, challenging activity central to all learning and development. Every sentence uttered is a composition. Each time a series of sentences is succesful in gratifying some need, an effective composition has been created. Naturally, the degree to which each of us uses this capability is highly variable. It is our responsibility as

teachers to help learners discover that composing written discourse is a natural act, that it is a means to learn about themselves and the world around them, as well as an important means to express themselves.

Many learners see writing only as a classroom exercise, something done to satisfy the English teacher and then to be tossed aside. They view it as a series of "themes" or essay responses to teacher-generated questions. Thus, for most student-writers, writing becomes an isolated act, for an audience of one, with the sole purpose of being graded, returned, and then forgotten. Indeed, much of the writing produced as a result of this attitude is tossed aside and forgotten because, all too often, it expresses not the author's view but the teacher's view as perceived by the student-writer. The writing that results is artificial, projecting a "supposed" point of view rather than one developed by exploration of the self—of the writer's own ideas, values, and perceptions. One of our most critical responsibilities as writing teachers is to communicate to our students this broader view of the functions and benefits of writing. As a lifetime skill, writing serves four crucial, enduring purposes for the learners: communication, critical thinking, and problem solving, self-actualization, and control of personal environment.

2.2.3 Process of writing

The researcher had found some articles that discuss about the way how to make good writing. One of the articles is about Teaching Students to Use the Writing Process for a Variety of Purposes. This article does not name the author but only mention the publisher, it is written by a presentation of Doing What Works (2012: 2-3). There are seven principal steps to the writing process: planning, drafting, sharing, evaluating, revising, editing, publishing.

2.2.3.1 Planning procces

The first procces that should be done before making a good writing is planning. It is involving of developing goal and generating ideas. What is our goal or ideas when we make a writing. If we do not have some ideas to do it, of course the writing procces does not run well. In planning procces is also including of gathering information. After finding the goal and ideas, we should organize it and gather some informations.

2.2.3.2 Drafting procces

In drafting procces, we need to focus to select both the words and sentences. It is very important because to make a good writing, it needs some correct or suitable words and sentences in order to get the writer's ideas on paper.

2.2.3.3 Sharing procces

After making some draftings, the writer needs some feedbacks and suggestions from another one, it is happened when the writer shows or reads the ideas or drafts to others throughout the writing process. It enables the students to obtain feedback and suggestions for improving their writing.

2.2.3.4 Evaluating procces

It can be carried out by the teachers or peers who provide feedback, or by the writers themselves as they reread their text and consider whether they are meeting their writing goals.

2.2.3.5 Revising procces

In revising procces, the writer can make a change of the contents, such us the writer can reorganize what ideas in a writing, add or remove text, or refine word choice to clarify or enhance meaning.

2.2.3.6 Editing procces

The writer can make changes to make sure the spelling and grammar in writing are correct. So, the writer can continue the procces.

2.2.3.7 Publishing procces

Publishing procces is the last procces of writing. In this procces, the writer has done all of the procces. So, the final product that is produced by the writer can be shared.

2.3 Teaching Writing

Like speech, writing has been considered a powerful mode of communication. After all, one writes with the purpose of being understood. Unlike speech, writing is not always for the audience present and hence it demands clear and comprehensive message. While we speak, we use a variety of prosodic features such as pitch, loudness, speed, rhythm, pauses and so on that help us to get the feedback from listeners but this does not happen in case of writing where the context is created through the words alone and without the direct interaction between the writer and the reader. Nowadays, most people do not write much in day-to-day life and in a way, a great deal of what we write includes brief notes, answers for the questions, diary-entries, letters etc.

Do we just use graphic symbols for the sake of using them? I think – "No". Of course, the symbols which are used need to be arranged properly to form words and then to form the sentences with a view to communicating our ideas in an organised way. In fact, when we communicate through writing, we have so many ideas to express for which we consider different ways of combining and arranging them which lead us to our drafting, revising or redrafting and so on.

In other words, it can be said that writing is encoding of a message of some kind that is, we translate our thoughts and ideas into language. So, in a way, writing represents our thoughts and ideas. What one thinks leads to one's writing in the form of sentences and by organizing the sentences into a cohesive text where we are able to communicate with our readers successfully.

2.4 Description of Narrative text

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing. The researcher chooses "Narrative Texts", as the writing material. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text that is telling a story and, in doing so, it has a social function to entertain or inform the readers or listeners. Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, the researcher can conclude that narrative text is a story that tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke. Anderson (1997: 14) states that it can be called a good narrative if it uses wird to paint a picture in our mind of:

a. what characters look like (their experience),

b. where the action is taking place (the setting),

c. how things are happening (the action).

The characteristics of narrative texts among others:

a. It tells us about a story of event or events.

b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of tha narrative are carefully selected for purpose. Narration is telling a story. And to be interesting, a good story must have interesting content. At should tell us about an event your audience would find enganging. You might even thing of your narrative as a movie in which readers see people in action and hear them speak.

Furthermore, cross-cultural studies (e.g. Chafe 1980; Levi-Strauss 1972) suggest that narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation. This ubiquity is famously described by Barthes:

The narratives of the world are numberless. Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different   substances – as though any material were fit to receive man's stories. Able to   be   carried   by   articulated language, spoken or written, fixed or moving   images,   gestures,   and   the   ordered mixture of all these substances; narrative   is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (think of Carpaccio's *Saint Ursula*), stained glass   windows, cinema, comics, news item, conversation.   Moreover, under this almost infinite diversity of forms, narrative is present   in every age, in every place, in every society; it begins with the very   history of mankind and there nowhere is nor has been a people without   narrative. All classes, all human classs, have their narratives, enjoyment of   which is very often shared by men with different, even opposing, cultural   backgrounds. Caring nothing for the division between good and bad literature, narrative is international, transhistorical, transcultural: it is   simply there, like life itself . (Barthes, 1977 : 79)

2.4.1 Generic Structure of Narrative text

Neo (2005 : 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.
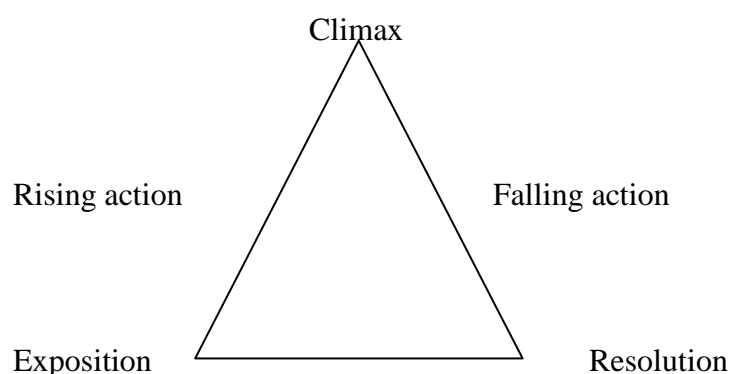
That picture is known as the Freitag triangle.

The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of:

a. The composition, it establishes the characters and situation.

b. Rising action, it refers to a series of complication leads to the climax.

c. The climax is the critical moment when problem/ conflics demand something to be done about them.

d. Felling action is the moment away from the highest peak of excitement.

e. The resolution consists of the result or outcome.

On the other hand, Anderson (1997 : 8) states that the steps for constructing a narrative are:

a. Orientation/Exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpcted did not happen. This complication will involve tha main charcters and oven serves to (temporally) toward them from reaching their goal.

c. Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end"?)

e. Reorientation

It is an optional closure of event.

2.4.2 Rules of Narrative text

The writing of narrative as an activity can be down into four separate parts. Each of these four parts will be single paragraph. The paragraph should be arranged as follows:

a. The first paragraph should tell something about the job. What kind of work were you doing? Where was the work performed? What were your working conditions like?

b. The second paragraph should describe the conflict. What was its source? Was it a conflict over two different attitudes toward work, two different ways of doing the same job, two different personalities?

c. The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?

d. The fourth paragraph should give the moral of the story. What did you learn from the experience? Were you able to apply what you learned to other experiences in your life? (John, 1997 : 27)

2.4.3 Teaching Writing in Narrative Text

As an international language, English are also tought in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry Of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance :

a. To give students on effective reading ability

b. To give students the ability to understand spoken English

c. To give students a writing ability

d. To give students a speaking ability

One the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialouge put the readers in the scene and make it happened for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing.

To figure problems out, the researcher uses narrative text in improving writing. Students can feel more relax in learning writing lesson and it will be easier for them to produce narrative texts.

2.5 Media

Media is everywhere. It has become a part of our daily life. People today are better informed and more enlightened thanks to the service of the media. In addition, Gagne and Briggs (2008: 4) cited on Arsyad Azhar‟s book said that medium is a device that is used to deliver content of material which includes some of book‟s, recorder, video, film, photograph, picture, television, computer. In other words, "medium is one of components of learning resource or physical vehicle that contain instructional material on students' environment that can stimulate student to learn education, a detailed analysis of available resources and their role in improving the basic skills-listening, speaking and writing- has been attempted. Based

on personal experience and feedback received from colleagues, this research aims at giving some practical suggestion and tips on how to use media in the classroom.

2.6 Video as Audio Visual Media

English language today plays a dominant role and a person needs good communication skills in English to prove his strength. Technical knowledge sharing and updating has become almost impossible without knowledge of English. All professionals especially technocrats are expected to be good communicators. So the role of language trainers does not merely end up with teaching the syllabus. The trainers should prepare the trainees by creating a learning environment which should give scope for interaction and exercise of the target language. And this paper mainly focuses on how to use Audio Visual Media in language training.

Jespersen, Denmark famous linguist once said, "Language is the connection of souls" and it is the tool with which people communicate with each other. One learns the language in order to express oneself. Nowadays, one's communicative competence is getting more and more important and obviously the teaching approach should aim at developing it. Linguistic competence forms part of communicative competence. So it is essential that our students need to acquire a basic knowledge of the structures of the target language. But the traditional method of teaching English aims at mere mastery of structure and English is taught as a subject under curriculum. It is restricted only to an extent of teaching the syllabus. So after years of training students get bored by the teaching methods and don't acquire much. As a result, they face problems when they try to communicate. Therefore, how to develop students' communicative competence has become a great challenge to English language teachers. Apart from teaching English as a subject, English language teachers are expected to be facilitators of language learning. They should create a conducive climate in which the students can fearlessly exercise the language and acquire communicative competence.

Imparting language training is not an easy job, it is really a tough battle for the English language teachers. But fortunately we have a number of weapons (resources) to win the battle. Media "inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched." (Shirley Biagi, 1996) One such resource is Audio Visual Media which has a lot of potential and if tapped correctly creates wonders. Audio Visual Media includes:

a. News Bulletins

b. Chat shows

c. Movies

d. Speeches

e. Documentaries

Every English teacher knows that boredom is the first enemy and to avoid it the learning environment should be very interesting and the whole learning process should be an e njoyable experience and no doubt, the above listed resources are definitely better than a text book since it provides food to all the senses.

2.6.1 The Use of Video as Audio Visual Media in Teaching

Educational authorities and educational technologists worldwide are encouraging schools at all levels to incorporate video and multimedia into their teaching methods. This applies not just to media studies, drama and arts, but to other subjects as well. Research shows that there are clear benefits to students, both in school and subsequently as they develop their careers.

Video is now the preferred medium of communication for young people. The YouTube Generation relates better to video than to text or spoken presentation, and studies suggest that many of them retain information better when presented as video. Learning to communicate with video is an important skill for young people to develop. It helps build their understanding of how media works, and enables them to build up a range of useful

techniques. In creating a video presentation, they learn to combine spoken words, images, sound, music, text and narrative. For students who are shy about live presentation, video helps them develop their confidence in speaking since it provides a safe barrier between themselves and their audience. Creating video works well for both class and solo projects, which allows students to improve both their collaborative and teamwork skills.

Video is not intended to replace traditional forms of presentation such as writing, wallcharts, or spoken presentation. However, adding it into your teaching gives your students additional skills and benefits them in both the short and long term.

2.7 The Definition of Animation Video

According to Rick (2010: 6) animation means "give life to" and live-action puppetry such as that found on sesame street and the use of electromecanical devices to move puppet. Another statement from Ann-Wright (2005: 1) the word of animation come from latin verb *animare* meaning " to make alive or to fill with the breathe*."* And Shaw (2004: 1) states that animation is animation, whatever the medium. Whether you are drawing on paper, modelling in plasticine, shoving a couple of matchboxes around in front of a bolex camera or animating with a computer, to become an animator you will need to understand movement and how to create emotion. Some examples of animations are Micky Mouse, Donald duck, Doraemon, etc.

Bordwell (2006: 33) states that the animation video is a video that created frame by frame. Images may be drawn directly on the video strip, or the camera may photograph drawings or three-dimensional models. Today most animation videos are created directly on computer with imaging software.

Based on the definitions of animation video the researcher concludes that animation video is a kind or type of motion picture or video consisting of a photographed series of

drawings, objects, or computer graphics, which stimulate motion by recording very slight, continous change in the images, frame by frame.

2.7.2 Advantages of Animated Video in Teaching Writing

Animated video as teaching media can be used in writing class. It will give the advantage of writing process in prewriting stages. Prewriting become an important stage because most of students still get difficulties in begining writing process, which is in the generation of ideas. Animated video can help students to improve their ability in English especially writing.

Using animation is an easy way to integrate computers into a foreign language classroom. Since this kind of multimedia tool provides students with learning via multi-sensory channels, it is thought that language learning process can be more fruitful and encouraging for students. Collin and Rayen affirms that (2009: 396) "The advent of the high–powered multimedia kept the learner close to authentic situations where learning simultaneously involved listening, seeing, reflecting, doing and participating". Unlike the traditional method of teaching, employing animations in classrooms aids students in understanding since they appeal to both visual and audial memory.

As it is stated, students learn by experiencing language knowledge. Joy and learning combine when using animation and the education environment turns into "edutainment" (Boswood, 1997: 202).

Another aspect of using animations in language classrooms is that they make the language courses suitable for students with different learning styles. Butler-Pascoe and Wiburg (2003: 7) refer to this aspect of multimedia:

Multimedia provides the multiple modalities needed to meet the needs of   students with different learning styles and strategies. The aural, visual,   tactile,   and   kinaesthetic learners have access to a variety of computer-   based activities that are well suited to their preferred learning styles.

Considering various different learning styles in a language class, using multimedia devices like animation can contribute to the motivation level of students in a positive way because all different learners can find something attractive in the language learning process.

From animation video the students learn some elements of narrative text such as characters, dialogues, plots, conflict and climax. By using animation video, it makes students understand the generic structure of narrative text because it shows real images and plot or simple story and they provide contextual clues to the meaning of written narrative.

2.8 Hypothesis

Hypothesis consists of two words, that are hypo and thesis. Hypo has a meaning under or less or weak. While the word of thesis is theory or proposition that showed as a proof. Hypothesis is a temporary answer of problems in research until proved from the data which collected. So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is: The use of animated video as a medium of teaching is effective to increase the students ability in writing narrative text to the eighth grade of SMPN 01Tarik Sidoarjo in the academic year of 2014/2015.