CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer tries to explain more theoretically related to the theories in this study.

2.1   Writing

Writing is important means of communication (Irmscher, 1976:8). The age of specialization has not diminished the need for writing; it has actually increased it. More and more people must record on paper their findings, their opinions, and their procedures. Writing provides us a way to get out of our individual containers, to overcome our separateness as beings. Besides the bond of communication that writing provides with others, it also demands a kind of internal communication within the individual. Writing frequently reveals to us what we know and feel or what we may think we know but cannot verbalize. Writing however demands a dialogue with one's own self. We cannot very well fool ourselves, because writing will finally be a visible proof of what we have produced in our thinking. Writing is also helps us to weight thought. The fact that writing is slower process than talking gives us an advantage. We make discoveries as we write.

In writing, ones learn to expresses his/her idea, experiences, thought and feeling. As Elbow in Brown (1994: 322) stated, that writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel and perceive. Writing is a way of discovering meaning, since it refines thought and empowers students by enabling them to affect their readers.

Heaton (1975:138) the writing skills are complex and difficult to teach,

requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and variant skills necessary for writing good prose into four main areas:

1. Grammatical skills: the ability to write correct sentences.

2. Stylistic skills: the ability to manipulate sentences and use language effectively.

3. Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. Punctuation, spelling.

4. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing makes a special contribution to the way people think. When we write, we compose meanings. We put together facts and ideas and make something new, whether in a letter home, in a college essay, or in a report at work. When we write, we create an intricate web of meaning in which sentences have special relationships to each other. Some sentences are general and some specific; some expand a point and others qualify it; some define and others illustrate. These sentences moreover, are connected in a still larger set of relationships, with every sentence related in some way to every other. By controlling these complex relationships, writers forge new meaning.

From above explanation, we can see that writing process includes and combines many components to create the best product of it. Thus, in general, writing process is combining five general aspect, those are:

1. Content: The subject, ideas, or story that a piece of writing deals with.

2. Grammar: The set of structural rules that govern the composition of clauses, phrases, and words in any given natural language.

3. Vocabulary: Writers use this vocabulary knowledge to find the words they want to include in their texts. They need to understand the meanings of the words, their forms and functions, how the words are used in sentences and how words relate to one another. They need to be able to select words and phrases that best express their ideas and that are appropriate to their writing purpose and audience. *(http://literacyandnumeracyforadults.com).*

4. Unity: A very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic.

5. Coherent: Is a group of sentences all relating to one basic idea. The first sentence is often a topic sentence, meaning that it states the unifying theme that binds the sentences together.

1.2 Narrative Text

2.2.1   The Definition (social functions) of Narrative Text

The function of narrative text is to entertain readers or hears trough factual as well as imaginative experience. Depdiknas (2004:49) states that narrative also has social function to amuse, to entertain, and to deal with actual or vicarious experience in different ways: narrative deals with problematic events that lead to crisis or turning point of some kind, which in turn find resolution.

Generally, the purpose of narrative text is to presents a view of the world that entertains of inform the readers or listeners (Depdiknas, 2004: 35). Narrative text also has the basic purpose, as Derewianka (1990: 40) states that the basic purpose of narrative is to entertain, i.e. to gain and hold the reader's interest in a story. However, narrative can serves a variety of purpose for example to teach or inform, to embody the writer's reflection on experience, and perhaps most important is to nourish and extend the reader' imagination. As a mode of expository writing, the narrative approach, more than any other, offers the writer a chance to think and write about themselves since see all have experience lodged in our memory, which are worthy of sharing with the readers.

2.2.2   The Generic Structure of Narrative Text

The generic structure of narrative text consists of Orientation, Complication, Resolution, and or coda (Depdiknas, 2004: 35). William Labov in Woodson (1982:150) describe that there are six the following plot pattern.

  • Abstract   : It is not found in all narratives. It tells why the story is

                            being told.

• Orientation   : it intoduces the time, scene, and characters.

• Complications : it relates a series of events.

• Evaluation   : it reveals the narrator's or the characters' attitude toward

                    the events, is the climax of the story.

• Resolution   : it explains how the story ended, what final effect the

                    events had.

• Coda   : It likes the abstract is optional, brings the audience

                    back to the present day.

Meanwhile, Anderson and Anderson (1997:8) also give similar explanation about the generic structure of narrative. Those are:

- An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking a place and where the action is happening.

- A compication that sets off a chain of events that influences what will happen in the story

- A sequence of events where the character react to the complication.

- A resolution in which the characters finally sort the complication.

- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

However, different text types are characterized different generic structures. The generic structure of narrative text consists of Orientation, Complication,

Resolution, and or coda. The use of rhetorical organization is very useful to make text more interesting and more effective.

2.3 Folktale

Coffin (1990:1) defines folktales are many types as traditional narrative known to the folk. All folktales are written for a similar purpose to share the beliefs of the culture and its explanation for things in order to help people live happily and successfully. Folktales have no identified original authors. They have been handed down from generation to generation by words of mouth. It means that people will always keep an interesting story from the past to future time. Moreover, folktales are varieties of traditional narrative/literature, which are passed on from one generation to the next and as a media to explain and understand the natural and spiritual world.

2.3.1 The Types of Folktale

According Norton (1983:200) there are six types of folktales:

1. Cumulative Tales

Cumulative tales are tales that build upon the actions, characters, or speeches whether animal, vegetables, human or inanimate object intelligence and ability. It tells the real condition of such environment even the bad and the good things of their custom.

2. Humorous tales

Humorous tales are folktales, which allow people to laugh at them as well as at other; it is the result from absurd situations or the stupidity of the characters. It is written to entertain and make pleasure for the readers or the audience. It can be like a joke.

3. Beast tales

Beast tales are folktales in which animal usually appears as characters that talk and act like human. It is like a personification where the animal's character has a humanity sense. Such as: Winnie the Pooh.

4. Magic and wonder tales

These tales majority contain some elements of magic. It performs good or bad magic. Such as: Cinderella story.

5. Pour quoi tales

The tales are told to answer a question, explain the existence of something, or explain the characteristic of animals, plants, or humans. Such as: Rapunzel.

6. Realistic tales

These tales majority include the supernatural characters, magic, or other exaggerated incidents. They are about plots that could have happened and people who could have existed.

2.3.2 The Characteristics of Folktale

Norton (1983:201) states that folktales has characteristic such as setting, plot development, characterization, style, theme, point of view.

a. Setting

The setting of the folktales is the time, place, and culture in which the action occurs. The time in folktales is always the far distant past, usually introduced by some version "Once upon a time". Moreover, folktales always introduce the place of the story in the first paragraph. Folktale's setting is introduced in any time or place and almost timeless and placeless. That is why folktales are regarded as a fiction story of narrative text.

b. Plot development

The conflict and action abound in folktales. The plot is not complicated but contains surprise. Supreme skill is necessary in the art of fore shadowing these surprises.

c. Characterizations

Folktale characters are less completely developed than other types of stories. Characters refers to the people authors create to inhabit their stories.

d. Style

Style in the folktales is selection of words (diction); sentence structure (syntax); figurative devices, such as simile and metaphor; and symbolism that are sets by the tone and reflects the individuality of each author. The language of folktales is frequently enriched through rhymes and verses. The language style of folktale, the easily identifiable characters and rapid plot development make the story appropriate orally with students.

e. Theme

Folktales contain universal truth and reflect the traditional values of the people. The folktales are themes that reflect the highest human hopes as well as moral and material attainment.

f. Point of view

Point of view in the folktales, the focus from which the story is told, is crucial elements; for it determines what we know about the characters and the action.

2.4   Movie

2.4.1   Movie as a Narrative Teaching Media

A narrative can be learning through video/movie (Derewianka, 1990:32). Lonergen (1988:2) states that four or five minutes of film material can easily provide enough stimulating input for one hour is teaching. There has consequently been a move away from twenty-minutes or half-hour programs, towards programs, which can be conveniently subdivided into sections of only a few minutes.

2.4.2   The Nature of Movie

Films can be very useful**.** They can be use alone for informal conversation with the aid of the teacher. Motion pictures are most powerful of visual aid. They combine with movement color and sound. They bring to the classroom realism that cannot be attained otherwise.

Furthermore, Films are cultural artifacts created by specific cultures, which reflect those cultures, and, in turn, affect them. Film is considered an important art form, a source of popular entertainment, and a powerful method for educating or

indoctrinating citizens *(en.wikipedia.com/wiki)*. Therefore, as an electronic device, video is a useful aid for teacher, especially for the language teacher (Lonergan, 1988: 5).

The video film is also has ability to present complete communicative situations. The combination of sound and vision is dynamic, immediate, and accessible. It means that through video/film, communication can be shown in a context, and viewers-and language learners can perceive the many factors in communication easily. The speakers in dialogues can be seen and heard, the language learner can readily see the ages of the participants. Further, paralinguistic information, such as facial expressions or hand gestures, is available to accompany aural clues of intonation. It can motivate the learner. They should want to see more, to ask questions, to follow up ideas and suggestion. By generating interest and motivation, the video/film can create a climate for successful learning (Lonergan, 1988:4-5).

2.5   The Implementation of Videos as Teaching Media

Videos can be used as a media in the teaching and learning process of English because there are sound effects and pictures on the screen. Pictures and sounds in videos can improve students' interest in classroom activity. Harmer (2001) in Octaviani (2012) elucidates some benefits of using video in teaching learning process. Firstly, one of the main benefits of video is that students do not just hear the language, they see it too. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help students to see beyond what they are listening

to, and thus interpret the text more deeply. Further, Miclaus (2011) in Octaviani (2012) explains that videos employ real-life situations with real-life expression and other particularities. Secondly, video uniquely allows students to look at situations far beyond their classrooms. Thirdly, video can provoke students to create creative and communicative uses of the language. Fourthly, 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 tasks. Moreover Miclaus (2011) in Octaviani (2012) remarks that the main function of using videos during the English classes are that of motivating and helping students to understand the language and also improving their vocabularies.

In using videos as media in the classroom, Richard and Willy (2002) in Octaviani (2012) assume that teacher can promote active viewing and increased students comprehension and recall by planning video-related lessons for three stages of activity namely previewing, viewing, and post viewing. The first is previewing session. In this beginning stage, the teacher introduces and describes the theme of the video that underlines the whole plot of the video. This stage also prepares the students to watch the video by taping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

The second is while-viewing session. In this core part, the students will watch the video guided by the teacher. The teacher should know when the video needs to stop in order to give students an opportunity to comprehend the plot of video. This stage primarily facilitates the actual viewing of the video. This stage involves playing and replaying the entire sequence or relevant parts

and requiring students to use in particular situation. In general, it is good to provide activities that focus on the basic situation first. For example, the teacher might ask students to watch and look for the answers to questions such as; where are these people? Why are they there? After this more global viewing activity, the teacher would then have students do a series of tasks that require them to concentrate on specific details, such as the sequence of events or the particular utterances used.

The last one is post-viewing session, this require students to react to the video or to practice some particular language point. The range post viewing activities is enormous and includes things such as discussions, role-plays, debate, writing activities, and related reading. As closing stage students need to clarify their result of drilling. The class has a discussion about the video in which students will share their ideas.

2.6 Students' Perception to Watch Audio-Visual Teaching Aids

Perception is a process which involves the recognition and interpretation of stimuli which register on our senses (Rookes & Wilson, 2005 in Rifqi, 2010). Sensing process will take place at anytime; at individual time receive a stimulus through sensing devices, namely through the eyes as a vision sense, ear as hearing sense, nose as smelling sense, tongue as a tasting sense and the skin as a palpability sense, which all of them are the sense organ that is used to receive a stimulus from individual's outside. Sense stimuli were then organized by individual and interpreted, so that individual recognizes, understands what sense feel. This process is called perception.

In this study, the researcher intends to find the students' perception to

watch folktale movie. So, the response of the stimuli just involves the senses of eyes as a vision sense and ear as hearing sense. The study of these effects involves measuring students' perception towards the use of folktale movie and determining their cognition, affection, and desire.

Experience   Socialization   Point of View   Knowledge

Perception

Learning and reasoning
Psychological Object
A positive Feeling or Liking
Want strongly

lity   Cognition
Affection

Desire

Picture 2.1 The connection between perception and personality (Mar'at in Muwahidin in Rifqi 2010)

2.7   Previous Studies

There are two previous studies. The first is done by Lisetyo Ariyanti that dealing with the teaching narrative writing. The thesis entitles "Teaching Writing by Using Folktale Movie". This study is classroom action research. The source of the data is the students' narrative writing. She conducts through two cycles. Each cycle consist of two meetings. In the first cycle, the criteria of success have not achieved yet. That is why the researcher continues in the second cycle. In the second cycle, the researcher revises her planning. She decides to make changes in the second cycle so that the students could achieve the criteria of successes. The result of this study showed that folktale movie could improve the students' narrative writing especially in

terms of content, grammar and vocabulary.

The second previous study is done by Marina Amelia (2010). The thesis entitles "The Use of Walt Disney Video as an Alternative Media to Teach Narrative Writing to the Tenth Graders". The researcher observed the teacher in implementing Walt Disney Video in teaching narrative writing. The researcher concluded that the implementation of Walt Disney video in teaching narrative text had been done well. The material given by the teacher was appropriate to support the objective of the study. From the beginning, the writer always observed teacher's attitude, the way he taught the students, and the writer thought that the teacher had explained the material completely. He also succeeded to motivate the students in order to be more active in the process of teaching learning English.

However this study focuses on how the teacher teaches narrative writing using folktale movie and the students' perceptions toward using this media. The researcher just wants to know how the teacher teaches narrative writing using folktale movie and the students' perception toward using this media. Therefore the discussion will be different from the first previous study.