

CHAPTER II

REVIEW OF THE LITERATURE

This chapter explains some theories related to the study. This chapter is divided into four subchapters. They are writing, teaching writing in junior high school, movie/film, and Previous study. Thus, each of these subchapters will be divided again into several sections in order to make the readers understand the theories fully. It gives the relevant knowledge in the field of the study the use of movie clips as a media to teach narrative writing to the eighth grade students of Junior High school.

2.1 The Nature of Writing

Writing is one of important skills that language learners need to learn as an essential component, not only for communicative purposes but also in academic purposes, writing is one of the four language skill in learning English that should be mastered.

Laili (2009:9) stated that Writing is the skill to express ideas, thoughts, and feelings to the readers in written and symbols to make the readers understand the ideas. The writing skill is very important to make good information that understandable for the reader. Writing is being recognized as an important learning tool, not only enables to know acquisition but also to know the expression using written language. Meili, et al (2005: 186)

All written text types have two things in common. Firstly, they are written to communicate a particular message, and secondly, they are written to communicate to somebody. Writing is transforming thoughts into language, Firstly we have to think about the content of writing then arrange our idea on the paper using appropriate language and organizational skills in writing. Harsyaf, et al (2009: 3).

Based on Wikipedia,

“Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals”

To conclude, writing skill is the ability to put the thoughts and feeling into a set of signs or symbols and put them onto paper which can be understood by the reader and appropriate with the organization.

2.1.1 The Element of Writing

There are five element required to compose good writing. Those elements required to compose good writing. Those elements as a follow:

a. Content

It is important element in writing because it shows the students writing ability. It consists of information related to the topic, the development thesis, the development of information, and etc. The topic should be from writer opinion or another

b. Language use

It performs students' writing skill in the term of grammar. In this element, students have to show how well they use their grammar in their writing since the grammar is important role in writing. It is supported by Harmer (1999:12), grammar is an important role in writing since language (oral and written) is constructed by grammar.

c. Vocabulary

Vocabulary deals with the effective and appropriate word choice, the word form mastery, the logic expression of ideas, and the variety of arrangement and the interrelationship of words.

d. Organization

It delivers how well, fluent, and cohesive students in organizing their writing to be good text. Every kind of text have different organization in writing, commonly it is called generic structure of the text.

e. Mechanism

This element shows students' ability to use the right spelling, punctuation, capitalization, paragraphing, and hand writing. By mastering this element, the writer will able to create particular written from which appropriate to the particular readers.

2.1.2 The writing stages

Brown and Hood (1998:6) in Harsyaf states that there are three main stages in the process of writing, those are preparing to write, Drafting, and revising.

a. Preparing to write

It is the first stage involves the writer in choosing a topic, if the topic has been assigned, in thinking about the topic and deciding on a way to respond to it, and selecting the appropriate ideas and information to use in a response. This stage should be very active, with discussion of the topic area to make sure everyone has something to write about. In planning, students involve the activities, such as reading, viewing the video, mind mapping, discussing, fast writing, questioning, encourage them before they write their sentences in the first draft. In this stage the teacher can use some media to brainstorm the learners about a topic in order to integrate the ideas which will be drafted to their writing. By this way, students would get motivation to write because they feel that they have something matter to say.

b. Drafting

Drafting is the stage where actually the writer makes a draft of their writing based on the first stage that they have done before. The writer finds the right words and concentrates more on what they want to say through paper. The writer also needs to arrange the draft in such way that the reader can follow his/her thought easily. The content might be written without considering the grammatical aspect first.

c. Revising

Revising or editing is usually the least favorite stage of the writing process, especially for beginning writers. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make

their writing more accurately represent their ideas. In this stage, the students review a draft to check content and organization based on the feedback from him or herself and teacher or peers. The teacher helps the students through the revision to shape and reshape the text into final form, and it is focused more on organization, content of writing, sentence structures. The students check their final text for some mistakes they have made.

2.2 The Teaching of Writing in Junior High School

English, as an International Language, becomes one of the subject that is taught in Junior high school. Based on the Kurikulum Tingkat Satuan Pendidikan 2006 for SMP and MTs, the program of teaching learning English as a foreign language focuses on the aims to develop students' skill in four language skills. The students are expected to achieve competencies to communicate orally and written by using suitable language variation, fluently, and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report.

The teaching purpose conducted by the teacher should be based on syllabus of Kurikulum Tingkat Satuan Pendidikan 2006 for SMP and MTs. The expected learning outcomes outlined for the students of the seventh, eighth, and ninth grade on the writing skill are as follows:

1) Seventh grade: the students are able to (1) write simple functional sentences, (2) write simple message, short and simple announcement, and card, (3) produce text in the form of procedure and descriptive.

2) Eighth grade: the students are able to (1) write among others texts in the forms of a narrative, descriptive, and recount. (2) write personal letter, post card, invitation card, leaflet, and announcement.

3) Ninth grade: students are able to (1) write texts in the form of narrative, procedure, and report, (2) write short message, letter, advertisement, and announcement.

In this study, the researcher chooses eighth grade of the students to implement the narrative text in teaching learning process. To bring the student in producing good writing, the teacher must define the media, the material and arrange the strategy to implement teaching and learning process that is used to improve writing skill. Hopefully they can express their idea in writing well and the class becomes fun and enjoyable.

2.2.1 The Material Aspect of Teaching Writing

One of the principles of teaching writing is that teacher should expose the students in junior high school to many kinds of English texts in order they have examples or ideas to write. Each text type has a different structure or organization of idea; each has different beginning, middle and end. Based on English Syllabus of Kurikulum Tingkat Satuan Pendidikan 2006, the teaching of writing for SMP students involves the teaching of paragraphs or text. In eighth grade the texts advocated are: recount, narrative, descriptive, procedure and report.

2.2.1.1 Recount text

Recount text is a text that tells someone's past experience in a chronological order and usually used to retell past events. The purpose is either to

inform or to entertain the audience. There is no complication among the participants.

2.2.1.2 Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2.2.1.3 Procedure text

Procedure text is a kind of text that tells a procedure of making something. The purpose is to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

2.2.1.4 Report text

Report is a text which presents information about something such as report an event, things in the world, animals, and flora. Text report contains a series of logical facts, without any personal involvement (personal opinion) the author. The purpose is essentially a description that classifies and describes things in general and specific terms.

2.2.1.5 Narrative text

Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, epic). A narrative text is a text to amuse, entertain and deal with actual experience in different ways. Narrative is deal with problematic events which lead to a crisis. The purpose is to entertain or inform readers by telling them a story.

This research will be focused on the narrative text, because it will be conducted in the time of the research, and it is often found in students' English text book. Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail.

According to Harsyaf, et all (2009) there are some structure in narrative when we write a text: Orientation stage, Complication stage, and resolution stage. In that structure, we will find elements of story, theme, characterization, and plot and point of view. The explanations are as follows:

Orientation: is the stage where the narrator give information about the setting and the character of the story in movie, it is begun by introduce of what is inside the movie, for example the character, the place, time and circumstances in the movie.

Complication: is the stage where something unexpected happens to one of the main characters. The climax will be showed in this part and usually the author shows how the problem rise or begin.

Resolution: this is the stage where the problems are usually solved. It is not matter whether the participants succeed or fail.

Based on Ayuningtyas (2011) there are four kinds of narrative text: legend (Sangkuriang, Malin kundang, etc), fable (Mouse deer and crocodile), fairytale (Cinderella, snow white, Pinocchio), science and fiction. In this study the researcher use fairy tale narrative and fable as a material because students more familiar with those story. The example of narrative text. Adapted from 50 badtime

stories, 2002 In the book with the title “*English is Focus for Grade VII Junior High school (SMP/MTs)*”

Mantu’s Little Elephant

Orientation

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Complication

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie’s ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. “We’re so big and tall, but you’re so small. You’re nothing at all,” said the one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. “You’re so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slighting snakes that may be a danger.” After hearing the word snakes, the elephant screeched and off they gwent thundering in fright.

Resolution { “Did I say there were snakes?” giggled Mantu. “No I don’t think so,” smiled Opie. Mantu then climbed upon his little friend’ back and went at home to the village to tell everyone about the foolish elephants.

Writing also involves many different aspects material. The aspects of writing are as follows:

a. Handwriting

The writing should be easily read by the readers. The neatness and legibility is important in writing.

b. Spelling

Spelling means the writing of a word accepted in standard order. spelling error are often found in foreign language learning

c. Punctuation

A certain mark to clarify meaning by grouping grammatical units the written material.

d. Sentence construction

The construction of sentences that is grammatically correct, using the correct word order.

e. Organizing a text and paragraphing

It involves dividing the information into paragraphs, starting a new paragraph, and ordering the paragraphs to present a logical order.

f. Text cohesion

The appropriate uses of linking words and phrases. So that the organization of the text is clear.

g. Register / style

Using language (structures and vocabulary) appropriate to the formality and style of the text

For eighth grade junior high school the students have to understand the aspect materials to make good in writing and give advantage for the students to compose their writing.

2.2.2 Strategies in teaching Writing

The important factor in teaching writing is that the students need to write. The teacher must use appropriate strategies in his/her teaching. The reason is suitable strategies can lead the students to success in learning. Strategies can help the teacher to be efficient in time and media. Strategy usually requires some sort of planning that is contains of some techniques. There are some techniques in teaching writing using video (stemleski & Tomalin:1990): word search, fill that video gap, creative caption, catch and credit, write a report.

In this case the researcher wants to use write a report in using movie clips media. They are: Tell the students about the story that we would play, play the movie using pause and stop, write the report, play again the movie the check their report.

In supporting the strategy, we need some approach. That are some varieties approach in teaching writing which can be conducted by the teacher in the classroom (Raims in Ghazi 1983)

a. The Controlled-to-Free Approach

This approach stresses three features of grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. The controlled-to-free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instant, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. They work on given material and perform strictly prescribed operations on it.

b. The Free-Writing Approach

The emphasis in this approach is that intermediate-level students should put content and fluency first and no worry about form. Teachers begin by asking students to write freely on any topics without worrying about grammar and spelling. There is only minimal correction of error. Teachers just simply read the pieces of free writing and perhaps comment on the ideas the writer expressed, or ask students to read aloud to the class. Concern for “audience” and “content” are seen as important in this approach, especially since the free writings often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused writing task.

c. The Paragraph-Pattern Approach

The paragraph-pattern approach stresses feature of organization. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways. So even if students organize their ideas well in their first language, they still need to see, analyze, and practice the particularly “English” features of a piece of writing.

d. The Grammar-Syntax-Organization Approach

This approach links the purpose of a piece of writing to the forms that are needed to convey the message. Writing task is devised in order to lead the students to pay attention to organization while they also work on the necessary grammar and syntax.

e. The Communicative Approach

The communicative approach stresses the purpose of a piece of writing and the audience for it. Student writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience: “Why I am writing this?” and “Who will read it?” Teachers using the communicative approach, therefore, have extended the readership. They extend it to other students in the class, who not only read the piece but actually do something with it, such as respond, rewrite in another form, summarize, or make comments.

The teaching writing approach which is conducted in this research is based on teaching free writing approach. For Junior high school writing is emphasized in content of the story, and correction in grammar. The students were expected to

be able to express their ideas, generate the ideas fluently and organize them into good composition.

2.2.3 Media in Teaching Writing

Media comes from Latin word “medium” that means something to deliver message from sender to receiver. In teaching and learning process, there are several important components that must be fulfilled. Besides teacher and students, there is another component that should be included. It is something that could help the teacher in the teaching and learning process. It can be called as media. Media is a material that teacher use as a lecture to support or as an additional learning stimulus for their students. It is supported by James (2010) it stated that “Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively”.

In teaching writing, media can enhance and promote learning and support teacher’s instruction. Besides that, media can also be used effectively in formal education situation when the teacher explains the material for students, media often helps the teachers in learning process. So that, the students will be more understand about the material that is given. It is supported by Silva (2009) that media can develop the relation between the teacher and students in teaching and learning process effectively. It can be said that media can help the communication

between the student and the teacher to increase the quality of teaching learning process.

2.2.4 The Benefit of Using Media

The use of media intended to make students more interested when the learning process, so they are active in classroom. Besides that, using media in teaching and learning process is creative and make students enjoy in the class.

According to Mateer in his article about using media to enhance teaching and learning, there are some benefits of media for students:

- a. Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
- b. Students can hone their analytical skills by analyzing media using the theories and concepts they are studying.
- c. The use of media in the classroom enables the students to see concepts and new examples when they are watching television, listening to music, and watching movie with friends.

Media help the student to make student more creative and teacher should be aware of the use of media in teaching learning process, because media is very effective used in the class. Not only for the student, media is also help the teacher to save the time and energy.

2.2.5 The Types of Media

Media must be selected before they are used in the classroom. The knowledge about characteristics of media is needed and become the base of media selection. There are many kinds of media which used in teaching and learning process. There are five categories of media in teaching and learning process.

(2007:26). those are:

a. Visual

This media is concerning with the sense of sight. It can be in the form of pictures, sketches, illustration, diagram, slides, chart, graphs, (pictorial, circle, and lines) drawing, magazine, map, etc.

b. Audio

This media concerning with the sense of hearing. It can be in the form of sound, voice, recordings, radio, pre-recorded plays, etc.

c. Audiovisual.

This media is concerning with the sense of sight and hearing. It can be in the form of sounds moving picture, puppets, television, scripted, and improvised dramatization, roleplaying, etc.

d. Tactile.

This media can be in form of exhibits, artifacts, models, sculptured figure, stuffed animals, tools, etc.

e. Virtual.

This media can be in the form of internet, website, e-mail, audio video streaming, audio video conferencing, e-news group, and cyber news.

The implementation of those media must be based on the student's need. The media used have to consider to the activities in teaching learning process. So we have to choose the appropriate media in teaching learning process. In here the researcher chooses audiovisual media. One example of audiovisual media is movie.

2.3 Movie/Film

Most people ever see film and movie. Actually film and movie is a same word, but the researcher prefer to use the word movie because of the purpose of the enjoy learning itself that make the students comfortable enough to learn English through entertainment element.

Movie is a sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity (*encyclopedia dictionary*).

Film was used to provide access to written text and stimulate writing. Film brings extended context and interesting content to the classroom. By using film, an oral skills course and other skill courses may be integrated through the use of common themes, functions, and/or grammar featured in the film. Noriko and Julie (2004:30)

In choosing Movie used in this research, the writer also considers some criteria. The criteria of movie that movie used are the content, purpose, appropriateness, learner verification, circumstances of use and validation. Related to the teaching purpose and objectives, movie is appropriate to teach writing

narrative text because its language contents (particular grammatical structures and language functions) are suitable with the characteristics of narrative text. Besides that, movie is suitable for the young learner, It has length (around 3 minutes up to 5 minutes), educative contents, speech delivery and language level are appropriate for young learners. Moreover, this movie comes with some materials that can be used for teaching writing narrative text. Teachers just need to download it through the internet. By using the movie, students can get the benefit of audio and visual supports at the same time so that will be able to catch the whole message of narrative text better. Furthermore, this movie can help the teachers to avoid general problems in the classroom, like boredom and weariness. It is clear that Movie in this research is expected to give a lot of benefits in teaching writing narrative text since it is chosen selectively.

2.4 Movie Clips

Movie clips is a short pieces of a movie that have a narrative story, which is edited by software that usually has been existed in windows system like Windows movie maker. In teaching writing, Movie clips is very useful because can entertain the student and not take a long to play in the class. It is more efficient in teaching learning process especially in teaching narrative writing. It is supported by Harmer (2001; 282) states that we can use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic we are working on, to highlight language.

The movie clips used in this research is story telling movie focused for teaching Writing narrative text Come with materials that already made that can be used directly and Teachers can get these movies by downloading them through the internet with a little editing using windows movie maker by researcher.

2.4.1 Step of Teaching writing Using Movie Clips

There are some steps that have to be done in order to reach the successful in teaching writing using movie clips. In here the researcher use the movie as a three part lesson, including pre viewing, viewing, and post viewing activity Milly Fazey (in Burt,1999). The teacher should prepare all of things before playing the movie.

In this study, teacher should prepare a certain films, related to the material. It is modified by using movie maker software to become movie clips. Below are the steps:

a. Pre Viewing

Before presenting the movie clips, the teacher must engage the students' interest in what they will be doing and prepare them to do it successfully. For example she asks the students what movie they like and tells the students or lead them from themselves why they are viewing the movie. Preparation may include a discussion of new vocabulary from the movie or explain about narrative text and the component of narrative.

b. Viewing

While the students are viewing the movie clips, the teacher reminds in the classroom with the students to observe their reaction and see what they do not

understand and what they are intrigued by. The teacher also asks them to take some important notes from the movie. In here the movie plays for about 3–5 minutes

c. Post Viewing

After the viewing movie clips, the teacher review and clarifies the complex points, encourages discussion, explain and assign follow up activities which are related to the students' text and material.

2.5 Previous study

There are relevant previous researches to prove the originality of this research. The first is Indrasari (2010) her research is entitled “improving students' writing skill of narrative texts by using short videos. She used Classroom action research to improve the writing text by the students. She uses notes, diaries, questionnaires, photographs and writing text to get the data for the study. Finally she found that uses video help students to generate the ideas and organize paragraphs easily.

The second researcher is Ulfah (2010). Her entitled “The use of movie clips as a media to teach narrative writing to the second grade Student of SMPN 1 Pacet”. She used descriptive qualitative research to describe the condition and phenomenon which is happens during the research. Maria also uses observation Checklist and writing task to gain the data for her study, she finally found that the use of movie clip to teach narrative writing was appropriate to applied in the classroom

From the two researches above, in this research, the researcher uses a similar media movie clips to teach narrative writing skill. But the researcher chooses a specific movie that is short piece of movie and the time duration is less than fifth minutes. In here the researcher also uses the action research to find out the improvement of student writing narrative text. To collect the data the researcher uses writing test and also writing narrative score of the students.