

II. LITERATURE REVIEW

In relation to this study, there are several points of theories and previous studies which should be reviewed. Thus, this chapter discusses writing, aspects of writing, teaching of writing, narrative text, generic structure of narrative text, language feature of narrative text, the use of audio-visual media in the classroom, animation film, animation film in teaching narrative text, procedures of teaching narrative text by using animation film, advantages and disadvantages of using animation film in teaching narrative text writing, theoretical assumption, and hypothesis.

2.1. Writing

Generally, writing can be meant as the act of making or tracing a character on a paper with a pen or pencil. According to Meyers (2005:2) writing is a way to produce language when you do naturally and when you speak. Writing is communicating in a verbal way. Writing is also an action or a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Therefore, writing can be said as one of the ways to produce language in particular situation. Meanwhile, Holme (2004:16) states that writing is an ability to make a

form of words that in general it may have a higher truth value than the fact that it has set down.

Another definition, Linderman (1982: 11) states that writing is a process of communication uses a conventional graphic system to convey a message to reader. In this process, in order to have writing skill, the students should know the step of arranging letters, words, sentences, paragraphs by using knowledge of structure, vocabulary, organization etc. Linderman (1982: 27) also defines that writing is process of communication which convey the meaning to the reader.

Based on definitions above it can be inferred that writing is one of the way to produce language that comes from our mind. We can allocate our ideas, feeling or anything that is in our mind on a paper or computer screen by using writing. Writing can be read by people whenever the writer is not present. And then writing is also a skill to make a form of word that have a higher value.

2.2. Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate

length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Furthermore, Harris (2000) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavour to the writing).

Similarly, Jacobs (1981: 90) specifically mentions that in order to be effective: a piece of composition should meet the following qualities:

1. Content

Content refer to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns

in its materials and working to bring particulars of its subject inline with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4. Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

Mechanic refers to the use graphic conventional of the language, i.e., the step of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects namely content,

organization, vocabulary, language use, and mechanic. Students can make a well-organized text by comprehending those aspects.

2.3 Teaching Writing

Teaching writing is not easy activity even more difficult than teaching other language skills. In teaching writing, the teacher needs some process in order to make the students master the skill. The teacher should teach the aspects of writing and make sure that the students understand the aspects of writing. Concerning to this, Ju (2006) states that teaching writing is an ongoing process. It means that teaching writing is continuous process to teach students in expressing their ideas and producing language in written form.

Harmer (1983: 48) points out that there is certain particular needs to be taken into account when teaching writing, e.g. sentence organization, paragraph arrangement, and coherence in the writing itself. More generally, it is said that teaching writing requires the elements of writing skill including grammar, sentence organization, vocabulary, and mechanic (Madsen, 1983:120). Teaching writing guides students not only to write sentences in a paragraph but also to organize their idea. It can be said that teaching writing covers not only the use of grammar such as sentence sense, word order and mechanic, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing (Madsen, 1983:120)

According to Douglas (1980) teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Writing is one way to communicate with other people besides speaking. When the students write a paragraph, they should write not only semantically correct but also she/he should use a correct grammar.

From the definitions above, it can be inferred that teaching writing is a process for teaching students how to communicate their ideas and produce language in written form. In teaching writing, covers not only the use of grammar such as sentence sense, word order and mechanic, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing.

2.4 Narrative Text

One usually uses narrative writing when he/she tells a friend about something interesting that happened to you in your work place or your school, or you tell joke to someone. Actually narrative text is sequence of events, which is based on life experience and is person oriented using dialogue and familiar language.

In fact, narrative text is one of the genres of written form that is studied in senior high school in Indonesia. Narrative text are used to amuse , entertain, and deal with actual or vicarious experience in difference ways. Narrative text deal with problematic events which lead to a crisis or turning points of some kind, which in

turn finds a resolution (Wardiman, 2008). Some examples of narrative texts are fiction, fables, folk tales, fantasies, legends, etc.

Here is example of narrative text:

THE STORY OF MALIN KUNDANG
(a Story from West Sumatra)

A long time ago, there's old widow with her son, named Malin Kundang. They lived in a hut in the vilage near the sea. They were very poor.

Malin Kundang thought, "if I stay here, I won't have a better life. I have to leave this vilage and look for a job". His mother was sad to hear it. But she knew that Malin Kundang was right. So she let him go.

After her son had left, Malin Kundang's mother went to the beach every day. She hoped her son would return soon. At night she would pray for her son's safety. She would ask the captain of the ship whether he saw her son or not. But she got no news about Malin Kundang.

After years, when she was very old, a captain of a ship told her, "Malin Kundang? I met him some month ago. He is now married to a beautiful girl. She is the daughter of a wealthy man." Malin Kundang's mother was very happy to hear it. "Thank you, God!" she prayed. She was sure that Malin Kundang would return home one day.

One morning, a big beautiful ship docked. A young couple stood at the dock. They wore beautiful clothes. Malin Kundang's mother cried joyfully. "Malin Kundang! My son! You are home!" she hugged the young man.

Malin Kundang did not believe her. He thought, "This can't be my mother! She was a strong woman when I left". But his wife said angrily, "Why didn't you tell me that your mother is poor and old?" Then she spitted on the old woman.

The old woman cried. She could not believe what she heard. "Malin, I am your mother". But Malin Kundang did not listen. He was embarrassed to have an old mother. So he kicked the old woman yelled at her, "Go away, ugly woman. My mother does not look like you at all". The woman fell on the ground. She cried. Then she prayed, "My dear God, if he really is my son, punish him".

Suddenly, there was a thunderstorm. Big waves hit the shore with a loud noise. They hit everything from big ships to coconut trees along the shore. The thunderstorm was a fierce

one. The storm stopped in the morning. But the villagers could see what the storm had done. Not far from the shore, there were rocks that looked like wreckage and the passenger of a ship. People believed that it was Malin Kundang's ship, and Malin Kundang changed into a coral reef. God had punished him.

(adopted: [www. Sekolah oke.com](http://www.Sekolahoke.com))

2.5 Generic Structure of Narrative Text

There are three elements of generic structure of narrative text. The first is **orientation** that is about the opening paragraph where the sets, the scenes and the characters of the story are introduced. It usually answers the question who, when, where, And the second is the **complication** where the write tells how the problem arises, sometimes something are unexpected events will happen. The last is **resolution** which is an optional closure of event. In narrative, the complication may be resolved for better or for worse. The writers are able to conclude that resolution is in the end of the story.

In addition, Emilia (2011) states that narrative text consists of five main parts namely orientation, complication, evaluation, resolution, and coda. The first is orientation which tells about the opening paragraph where the characters of the story are introduced. The second is complication that explains some problems or something happen in the story. The third is evaluation that highlights the significance of the events for characters. The fourth is resolution that shows sort out problem for

better or worse, and the last coda as the optional elements. Coda concludes lesson from the story.

Based on the theories of generic structure of narrative text above, it can be concluded that generally the generic structure of narrative text are classified into three elements namely orientation, complication, and resolution. Students can make a well-structured text by comprehending those generic structure of narrative text.

2.6 Language Features of Narrative Text

Every text has language feature to develop the story. According to Gerot and Wignell (1994: 204) language features involved in narrative are:

- a. Focus on specific usually individualized participants with defined identities.
- b. Use of material process (action verbs). Material processes are defined into process of doing or saying what happen and what someone does or what is done.
- c. Use of behavioral and verbal process, which deal with human pshycological behaviour, such as walking, laughing, and dreaming, etc.
- d. Use of relational process and mental process. Relational process is a process of being and having that can be classified whether to identify something and to quality the action. Meanwhile, mental process is a process of sensing . the

sense can be used to describe and develop the experiences, setting and characters. It can focus on thinking, feeling, and perceiving.

- e. Use of past tense.
- f. Use of temporal conjunction and temporal circumstances that described time and place. The use conjunction is connected with time where the action takes place.

Based on the theories above, it can be summarized that language features of narrative text are: 1) focus on specific and usually individualized participants, 2) use the past tense, and 3) use of material verbs.

2.7 The Use of Audio Visual Media in the Classroom

Actually, there are three media in teaching. They are audio, visual, and audio-visual. One of the media is audio-visual. Audio-visual media is the complete one because both audio and visual are used in the class. So, with audio-visual media the students not only hear but they also can see. The sample of audio-visual media that are usually used are: television, video, film etc. Students can learn faster and easier by audio visual processes than by verbal explanation only because according to Harmer (2001) the use of audio visual media in writing can motivate students because they will get information on what they should write or tell in relation to the video then they will get an interest to develop their ideas. Furthermore, Harmer (2001) claims that a film or video is one of the visual aids that can be used in a writing class. It will

make lesson fun and the students get big enthusiasm in teaching learning process in the writing class.

2.8 Film

A film is a part of our lives that it is hard to imagine without them. We enjoy them in movie theaters or cinemas, at home, in school or in offices. Usually we bring or watch film in our laptop or DVD player.

Film is a series of pictures that are developed into a screen to create or make the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment that have people to immerse themselves in a imaginary world for a sort period of time. Another definitions, Kirkpatrick (1993) defines that film is a series of connected cinematographic images projected on a screen. And then Coulson (1978) defines that film is story, incident, etc. Recorded on film in, moving pictures. Another definition by Summer that film is a roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema.

Bordwell (2006:2) states that film communicate information and ideas and they show us the places and ways of life we might not otherwise know. A film takes us on a journey, offering a patterned experience that engages our mind and emotions.

Based on the definitions above I conclude that film is motion picture combining a story, incident, and history and film communicate information and ideas and film can engage our mind and emotions too.

2.9 Types of Film

Bordwell and Thompson (1997:50) defined the types of movie or film as follow;

1. Documentary film

A documentary film supports to present factual information about the world outside the film. As a type of film, documentaries present themselves as factually trustworthy.

2. Fictional film

A fictional film presents imaginary beings, place or events. Yet, if film is fictional, that does not mean that is completely unrelated actually

For one thing, not everything shown or implied by the fictional film needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and refilmed. In a fictional film the agents portrayed or depicted by an intermediate, not photographed directly in documentary.

3. Animation film

Animation films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not continuously

filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4. Experimental film

Some film makers set out to create films that challenge orthodox notion of what movies can show and how it can show it.

Experimental films are made for many reasons, they are;

- a) The filmmakers want to express personal experience or view point
- b) The filmmakers may also want to explore some possibilities of the medium it self
- c) The filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

The explanation above explains the types of film and animation film is one of type of film based on Bordwell and Thompson theories.

2.10 Animation Film

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 electromechanical 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) state 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. Meanwhile Maltin (1980) defines that animation is a graphic representation of drawings to show movement within those drawings. A series of drawings are linked together and usually photographed by a camera. Example of animations are Micky Mouse, Donald duck, Doraemon, etc.

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

Based on the definitions of animation film the researcher conclude that animation film is a kind or type of motion picture or film 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.

2.11 The Types of Animation

Actually there are many types of animation that can be used in the classes. The researcher just mention the three main types of animation.

1. Traditional animation

Thomas and Lisa (2003) state that Traditional animation is called cell animation because it is the individual frames of a traditionally animated film

are photographs of drawings, which are the first drawn on paper. It is the main process which can be used for the most animated film of the 20th century.

2. Full animation

It refers to the process of producing high quality traditionally animated film which has regular use, detailed drawing and visible movement.

3. Computer animation

It focuses on manipulation of images which characters and objects move and interact. Bancroft and Keane (2007:87) define computer animation as a program which uses animations' software to create and copy individual.

In this research the researcher used the sample of animation film that is the types of computer animation as media in teaching narrative text in the classroom.

2.12 Animation Film in Teaching Narrative Text

Animation film as teaching media can be used in writing class. It will give the advantage of writing process in prewriting stages. Prewriting became an important stage because most of students still get difficulties in beginning writing process, which is in the generation of ideas. Moss (2010) states that the animation film in writing process can organize brainstorming session well. For that reason, animation film helps students to improve their ability in English especially writing.

From animation film the students learn some elements of narrative text such as characters, dialogues, plots, conflict and climax. By using animation film, it make 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. Vukoja (2005) states that through the use of animation video or film in prewriting activity, students can explore the structural device of the story (plotlines, character development, setting, and theme). So, the students will be easier to learn about narrative text and they will try to write their story.

2.13. Procedures of Teaching Narrative Text Writing Using Animation Film

Based on Edelstein and Pival (1998), there are three steps of writing. They are:

1. Pre-writing is concerning to select the general subject, restrict the subject, generate the idea and organize the ideas.
2. Writing is to setting on the paper the ideas in her or his mind into words, sentences, paragraph and so on.
3. Re-writing concerns with evaluating her/his writing, deals mainly with:
 - a) Concerning the content and form
 - b) Correccting the vocabulary, punctuation, and grammar
 - c) Correcting writing errors, word duplications and omission

Based on the statement above, the researcher used the steps containing pre-writing, writing and re-writing. The procedures teaching narrative text writing using

animation film were used to modify the lesson plan. Here were lesson plan implementation.

1. Pre-writing

- a) The teacher stimulates students background knowledge by giving questions and explanations about narratives.
- b) Teacher asks to students about their favourite stories in narrative.
- c) Teacher shows an animation film and asks the students to answer questions.
- d) Teacher asks to students to write the main idea/plot of the story from animation film that is played.
- e) Teacher will explains the generic structure, and how to organize narrative from the story of animation film that is played.

2. Writing

- a) Teacher asks the students to write the character, setting of place and time based on the animation film that is played.
- b) Teacher asks the students to write or arrange the main idea and make conclusion of the story.
- c) Teacher asks the students to write the narrative text agree with the story of animation film.

3. Re-writing

- a) Teacher checks their writing and asks them to re-write if the students make errors in grammar, vocabulary, content and form.

- b) Teacher reflects the lesson that they learnt.

This procedure or steps of writing is used to modify lesson plan implementation that is expected to make students produce their own text confidently.

2.13 The Criteria of Selecting Animation Film as Media in Teaching Writing

Actually in this research the researcher uses three titles of animation films as media in teaching writing in the classroom. They are *The Greedy Forester*, *The Brave Pig* (by the jakatale), and *The Golden Goose* (by speakabos). The researcher got or downloaded the films from the internet (www.jatakatales.com). The reason the researcher used or selected that films are:

1. The films can be used to explain the aspects of writing because the films that selected by the researcher have voice narration and text narration. So, the students would be easy to understand the content of the story and some vocabularies from the films. Using that films, the researcher can be easier to explain the organization, grammar and mechanic because the films have text narration or English subtitle.
2. In the content of the film, there is no sex, kissing, racism and violence part. The researcher should be careful to select the film for students. The film have to be edited first to avoid sex, kissing, racism, and violence part.

3. The duration of film is 7-10 minutes.
4. The topics of the film are about tale story and fable because it is suitable to second grade students' material.
5. The films that the researcher selected have moral message in the story that can be model for students of SMA.

2.12 Advantages and Disadvantages of Using Animation Film in Teaching Narrative Text Writing

The advantages and disadvantages of using animation film in teaching narrative text writing are as follows:

A. The advantages are

1. The main advantages of using animation film is the students do not just hear, but they see it too. It will make students easy to understand the step of the story.
2. According Vukoja (2005) the use animation videos or films in pre writing activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme). Therefore, it will be easier for students to learn about narrative texts and to write their own story.
3. By viewing animation film, the students can understand the generic structure of narrative text because it shows real images and simple story or plot. Based on Wright (1976) animation video or film contain some elements of narrative such as, characters, dialogues, plots, and climax.
4. It can encourage students' motivation in learning writing skill.

5. Harmer (2001) claims that a film is one of visual aids that can be used in a writing class. It makes lesson more fun. It can also be used to create situation for writing classes more clearly, that students have big enthusiasm in teaching learning process in writinng class.

B. The disadvantages are:

1. The teacher need much time to prepare the media like LCD, sound that will be used in the class
2. The teacher need a lot of energy to organize the condition of class .
3. If there is problem with electricity in the class, we can not use the media.

Based on the disadavantages of the using animation film the researcher conclude that to anticipate that the teacher should prepare the media that will be used in the class first and the teacher should consider the using of time allocation effectively and efficiently.

2.13 Theoretical Assumption

In teaching writing, there are many media that can be used by teachers to reach the goal of teaching learning process. Based on the literature review above, animation film can be used to improve students' narrative text. Based on the previous description, the students still think writing as the most difficult skill. Students need to consider five aspects of writing; they are content, organization, vocabulary, language use, and mechanic. By using animation film, the students are facilitated to plan their

ideas in systematical way. Therefore, animation film as media can help the students to focus the idea that they intend to write in relation to the topic and to link sentences into coherent ideas in the target language. Finally, it is assumed that animation film can improve student's narrative text writing to be better.

2.14 Hypothesis

Concerning to the theories and the assumption above, the hypothesis can be stated as follows:

“There is an improvement of the students' narrative writing ability after being taught by using animation film”.