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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Writing

a. The Definition of Writing

In English, there are four basic skills that are learnt by students in junior high school, senior high school and University. They are listening, speaking, reading and writing. Writing is the most difficult skill to be learnt among the four skills. To support this opinion, Richards (2002, p. 303) stated that writing is the most difficult skill for the second language learners to master. The difficulty is as someone starts to write on a piece of paper, they do not only generate and organize their ideas but they also need to translate their ideas into readable texts.

Many different definitions about writing are given by experts from many resources. According to Kane (1995, p. 5), when we choose a subject, it ought to interest us, and interest others as well, at least potential. It should be within the range of our experience and skill, though it is best if it stretches us. It is not about what thing we want to about, but how we understand it. Good writing has personality. Readers enjoy sensing a mind at work, hearing a clear voice, responding to an unusual sensibility. If we have chosen a topic that is of general concern and if genuine feeling and intelligence come through, it will be interesting. It is also supported by Taylor (2009, p. 2). He stated that if we are to write well we need to know (as well as we can) what we are talking about.

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Writer, subject matter, reader, and the forms of language are elements of the writing situation. All those elements must be handled together in the act of writing.

On the other side, Urquhart and McIver (2005, p. 6) stated that writing is a complex process which is about expressing knowledge. Teachers want their students to express their knowledge as thoughtfully and clearly as they can. Teachers also have to make time for their students to engage in the writing process to get a pleasant result.

From the definitions above, it can be said that writing can be distinguished as the most difficult skill from other ones. Many things must be considered in writing. Grammar, vocabularies, punctuation, and spelling knowledge are the factors that influence writing to be the good one. However, based on the ideas given writing is a way of remembering and a way of thinking. That is why, it makes writing difficult and complex. It needs a hard work because as we write we have to produce words, phrases, sentences, and paragraphs to be a text. None of us can write much of interest without thinking, probing, observing, asking question, experimenting, and reading

b. The Components of Writing

Writing Alive Empowering Teachers and Students (2003) suggested that the writer should pay attention while writing to these components:

- 1) *Content*, the writer must pay attention to the relevance, clarity, originality, and logic of writing.

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- 2) *Syntax*, the writer should be able to compose the sentence structures, sentence boundaries, stylistic choices, etc.
- 3) *Grammar*, in here the writer should pay attention to rules of verb, agreement, articles, pronouns, etc. It is one of the important points that must be mastered first. Because it is base of writing to arrange all of the words to be a paragraph, sentences, even essay.
- 4) *Mechanics*, it includes about handwriting, spelling punctuation, etc.
- 5) *Organization*, the writer should know about paragraph, topic and support, cohesion, and unity.
- 6) *Word Choice*, the writer should know how to apply vocabulary, idiom, and tone in writing appropriately.
- 7) *Purpose*, the writer should know the reason for writing. it is the important one for the writer. What for the reason they write or what aim they write.
- 8) *The Writer's Process*, in here the writer should be aware of how to get ideas, write drafts, and revise in their writing.

c. The Purpose of Writing

The purpose is very important in all of the aspects in writing activity. As stated by Nunan (2003, p. 88), writing is both to express and impress. It is clearly that writing has many purposes. Coffin et al. (2003, p. 20) mentioned that writing has several purposes, including:

- 1) As assessment.
- 2) As an aid to critical thinking, understanding, and memory.

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- 3) To extend students' learning beyond lectures and other formal meetings.
- 4) To improve students' communication skills.
- 5) To train students as future professionals in particular disciplines.

d. The Types of Writing

Pertaining to the idea stated above, Brown (2003, p. 220) defined that there are four types of writing, these are:

1) Imitative

This type is to produce a written language and the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. It includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, form is the primary while context and meaning are secondary concern.

2) Intensive (controlled)

This type focuses in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.

3) Responsive

Here, this type requires learners to perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.

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4) Extensive

It implies successful management all of the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.

e. The Elements of Writing

In relation to the idea, Harmer (2004, pp. 4-5) suggested that writing has four main elements as follows:

1) *Planning*

In this point, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing. In this step, the writers decide the topic. The topic is selected depending on the purposes of them selves. Then, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the writers make outlining of their writing. The writers write the main points and sub points in the order in which they plan to write about them.

2) *Drafting*

This is the first version of a piece of writing. The writers begin to write. The outline will be guided for the writers to write in the writing process. The writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.



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3) *Editing*

This stage needs some revising to make it better. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

4) *Final Version*

After editing the draft and making the changes that are considered before, the writer can produce their final versions. In this step, the writers should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

f. **The Genre of Writing**

A genre can be defined as a culturally specific text type which results from using language (written or speaking) to accomplish something. Based on Paterson (2015, pp. 59-62) in Campbell High School text type book, there are some text types have been designed to assist the students with their class work either at school or at home. They are:

1) *Recount*

The text is to retell something that happened in the past and to tell series of past even for the purpose of informing or entertaining.

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2) Description

The text that provides detail to show the reader what you are referring to.

Use detail words to allow the readers to picture what you are describing.

3) Discussion

The text is to examine (by argument) the consideration for and against an issue and come to a logical recommendation based on the evidence.

4) Explanation

The text that explains the processes involved in how and why something works.

5) Exposition

The text is to persuade the reader to believe something by presenting one side of the argument.

6) Narration

The text is to amuse or entertain the readers and to tell a story.

7) Review

The text is to provide information on a topic (a film, a book or a restaurant) whilst also presenting an opinion.

8) Procedure

The text is to provide the readers with steps in logical order to understand the sequence or process.

9) Persuasion

The text is to encourage the readers to accept a point of view based on the evidence and points provided.

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10) Report

The text is to present information about something, as it is.

11) Analytical Exposition

The text that has the function is to persuade the reader or listener that something is in case.

12) Hortatory Exposition

The text is to persuade the reader or listener that something should or should not be the case.

13) Anecdote

The text that has function is to share with others an account of unusual or amusing incident.

2. The Concept of Narrative Text

Narrative text is a kind of the text that tells a story using a series of events. According to Kane (2000, p. 366), a narrative is a meaningful sequence of events told in words. Crown (2008, p. 1) stated that narrative central to students' learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for students to express themselves creatively and imaginatively. Besides, Hasibuan and Ansyari (2007, p. 130) stated that the social purposes of narrative text are to amuse, create, stimulate emotions, motivate, guide and teach the readers.

As quoted from Anderson (2002, p. 3), Floriasti stated that example of narrative text includes: myths, fairytales, science fiction, and romance novels. The

generic structures of narrative text are as follows: the first is an orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about what, when and where the action is happening. The second, is a complication that tells the beginning of the problem which leads to the crisis of the main of participant. And the third is a resolution provides the final series of the events either in happy or sad ending.

Based on all of explanation about narrative text above, it can be concluded that narrative text is generally used to tell a story and entertain the reader or listener. Knowing the generic structures and the language features of narrative text can help the students to make good narrative text easily.

3. The Students' Writing Ability on Narrative Text

Writing is an activity with purpose. It is a process that goes on between the writer and the idea, resulting in ability. The purpose of writing is to share knowledge, give information, ideas and directions into written form. The purpose of writing is also to determine the appropriate approach to writing ability. Moreover, teaching writing will not be successful if the students only write the words, without any idea the message being written. According to Nurhasanah (2014), writing ability is a skill of someone to explore her ideas and communicate them with somebody else through signs or symbols in written form. Thus, it is necessary for the students to master writing ability. If the students are able to develop the good idea, of course the process of writing will run well.

Writing narrative text can be easy if the student knows about narrative itself. When the students write about the narrative text, they have to know about the

definition of narrative text, the generic structure of narrative text, the language features of narrative text, and the purpose of narrative text. According to Herman (2012, p. 3), narrative is somebody telling somebody else, on some occasion, and for some purposes, that something happened to someone or something. He also said that narrative is often treated as a representation of a linked sequence of events. Therefore, narrative can be really enjoyable to write and to read. The writer will be able to write easily if they know what the things that they will write very well.

Kane (2000, p. 366) mentioned that narrative is a meaningful sequence of events told in words. the content of narrative text is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Syafi'i (2014, p. 5) noted that narrative text is storytelling of an event series. In short, narrative is a text that tells a story, it can be an imaginary or real event.

Students' writing ability of narrative text means that the students know and understand all components of narrative text, such as generic structures and language features of narrative text. It means if the students have good ability in recognizing organization and features of narrative text, automatically they also have good writing ability of narrative text. The generic structures as are informed before such as, the orientation, complication, and resolution. Sudarwati (2006, p. 154) stated there are some language features of narrative text: using noun, pronoun, noun phrase, time connectives and conjunction.

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Thus, the writer concludes that the students can be called having ability in writing narrative text if they are able to develop the idea, use appropriate vocabulary, know the generic structures and the language features as stated in the syllabus of English lesson of Islamic Senior High School Kampar Timur.

4. The Factors Influencing Students' Writing Ability on Narrative Text

Writing is not spontaneous activity, but it needs a hard work to write sentences and to consider the communicative purposes and manage it, as stated by Byrnnne (1998, p. 1). It means that the tudents have to learn much about how to be a good writer. Moreover, the students have to know the factors that influence writing ability.

Based on National Education Department (2009, p. 13), there are some factors that influence writing ability, it is categorized into internal and external factors. The internal factors involve pchycologist factor, and facilities support are involved in external factors. Less experience can be a pshycologist factor that cause the students having difficulties in writing. The more students write, the better their writing ability will be. The difficulties to master the concept of writing also influence the students' writing ability, it is the example of external factor. It means that the students do not have enough background information to be written in their writing.

Lerner (1985, p. 402) also mentioned some factors that influence the students' writing ability such as, attitude, perception, memory, skill, and insting understanding. A hyperactive students will get difficulties in writing, because the students' attention tend to change everytime. The problems of the students' visual

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perception also disturb their writing process, because they will be difficult to differentiate words. When the students are not able to memorize what they are going to write, it is also the thing that can cause a problem in writing ability process.

Based on the statement above, it can be concluded that there are some factors that influence students' writing ability; they are experience, attitude, perception, facility, memory and the insting understanding. It is better for the writer to know the factors that influence students' writing ability to minimize the struggle in writing process. so, in this research, the writer used Animation Film that helps students to increase their writing ability and make them easy and familiar in writing narrative text.

5. Animation Film

a. The Concept of Animation Film

Animation Film is one of audiovisual media which has story that can help students in learning writing. It is an effective way of both motivating and helping students to understand language. It is also a brief film about cartoon or animation. The duration of the film is about 7 to 15 minutes. Therefore it will help teacher in managing time for teaching writing narrative text. "Narrative is a kind of experiences in different ways" Sudarwati (2007, p. 74). It is line with animation film that belongs to narrative. Through watching the animation film, the students can catch the idea of the setting and plot, and the important thing is the moral value.

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Furthermore, Cakir (2006, p. 5) in Batdal Niati's journal mentioned that there are some techniques that can be used for teacher in applying video or films in the classroom.

1) Freeze frames and prediction

The teacher can stop or pause the picture of films. Then, the students can be asked what is going on happen next.

2) Silent viewing

The scenes are played with sound off and using only the picture.

3) Dubbing activities

The students are asked to fill the missing dialogue after watching sound off film episode.

4) Sound on and vision off

In this part, the visual screen removes and only plays the sound of films.

5) Repetition and role play

The scenes of films can be repeated until the students comprehend about the story and asks them to act out scenes using as much the original as they remember.

6) Reproduction

The teacher asks the students to write or retell what has happened in English.

In Conclusion, those techniques can be applied by the teacher in teaching writing skill of narrative text.



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Then, According to Daryanto (2010, p. 17), Badtal Niati added that animation film is useful medium for the teacher in teaching narrative text. It was in line with Barthes (1993, p. 3) said that animation film is a great device that can amuse the audience with imaginary would powerful characters. It means that animation film can stimulate students' feeling and imagination, attract students' interest, and entertain the students.

According to Reil (2012, p. 1), the teacher can use animation films in teaching through some steps. In pre teaching activity, the teacher chooses animation film that are relevant, appropriate with the students, related to the material. The teacher discusses new or unknown vocabulary related to the story. The teacher asks students to prepare note that is used for taking note of the important parts of story. In whilst teaching activity, the teacher is observing the students while they are viewing the animation films. In post teaching activity, teacher guides the students to retell the story by concerned with generic structure and language features of narrative text. It means that animation films are useful media to teach students in writing narrative text.

One benefit of animation film that has been shown is in the area of motivation, Chiang (1996, p. 32) as quoted in Zennet Jacenda's journal said that students tend to find the animation films more interesting and are more likely become involved in the lesson. Zhao (2009, p. 12) stated that an animation film can be very motivating and interesting. English animation films greatly inspire the students curiosity and will be great to write a narrative text.

Writing is one of the most important skills in learning a language. Students are

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able to express their ideas, thought and feeling in writing. It means that writing is a communication skill since there is an interactive activity. The students have to write seriously because it really requires many efforts, much time, and great attention of the writer towards the topic as well as towards the process of writing.

Next, according to Lynne (2001, p. 18), the students' interest is one of the main factors to achieve the goal of teaching learning English. For that reason, Animation can be used to increase students' motivation in learning writing. Animation film is expected to be effective media for teaching narrative writing because students can hear the voice but they will see the situations that happen in the story, and then they will be more interested and motivated using animation films in the class. In relation to the idea, Lavery (2008, p. 7) as quoted in Ellok Diah Anggraeny's journal stated that animation film or video are effective ways in motivating and helping students to understand the language.

Animation film is expected to be effective media for teaching narrative writing because as stated by Wright (1976), animation video or film contains some elements of narrative such as, characters, dialogues, plots, and climax. Therefore, the students can understand the generic structure of narrative text because it shows real images and simple story or plot. Vukoja (2005) mentioned that the use animation videos or films in writing activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme). From the statement above, we can say that

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animation film is good media in teaching writing in order to improve students' writing narrative text ability.

b. The Procedures of Using Animation Film

Brophy (2007, p. 66) divided the steps of using animation film in teaching writing as follows:

- 1) The teacher asks question related to the Animation Film.
- 2) The teacher explains about the definition of narrative text.
- 3) The teacher asks students to watch the Animation Film (for experimental class).
- 4) The teacher explains about the generic structure in the Animation Films that have been watched.
- 5) The teacher asks the students to do the writing activity.

c. The Advantages of Using Animation Film

Teaching in general or English teaching in particular is combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, at teaching learning process, a teacher needs to bring and apply all components into classroom.

Harmer (2002, p. 282) stated that the advantages of using Animation Film in teaching and learning process are :

- 1) Seeing language-in-use

One of the main advantages of animation film is that the students do not just hear language, they see it too. This greatly aids comprehension, since

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for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus, we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural-awareness

A film uniquely allows students to look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British “Body Language” when inviting someone out, or how Americans speak to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3) The Power of Creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in English.

4) Motivation

For all of the reasons so far mentioned, most of the 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 task.

6. Using Animation Film on Students' Writing Ability on Narrative Text

Animation Film is helpful for teachers to use when students have difficulty in writing ability. Animation Film is an effective media in writing which provides the students to write well, especially narrative text, have the ideas, develop the ideas, and write the ideas easily. Because, the students are not only to watch the Animation Film, but also rewrite the story by using their own words. Stewart (2006, p. 1) stated that Animation Film contains some elements of narrative text. Besides, Zhao (2009, p. 12) also stated that Animation Film is very interesting and motivating. The process is quite simple. The steps As quoted from Brohy (2006, p. 66) are The teacher asks question related to the Animation Film. The teacher explains about definition of narrative text. The teacher asks students to watch the Animation Film related to topic given. The teacher explains the generic structure of narrative text. The teacher then asks the students to do writing activity. It means that Animation Film can be effective media for the students in writing narrative easily.

In conclusion, by using this media, the students do not only learn how to solve the problem, but also learn how to apply the media in learning writing and to practice their concentration. Besides, the students are practiced to increase their thinking skill, concluding skill, mastering materials, and also sharing information. By using Animation Film, the whole class will be quite and also the students are expected to be easier to increase their writing ability, especially in writing narrative text.

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B. The Relevant Research

According to Syafi'i (2007, p. 122), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. To avoid the same title in the research, then the writer shows the relevant research as follows:

1. Research from Sri Romadoni

Research from Sri Romadoni conducted a research entitled *The Use of Pinocchio Cartoon Film to Improve Students Narrative Text Writing Skill (The Case of Year VIII Students of SMP 37 Semarang)*. The result of the study was that the students' progress during teaching and learning activities by using narrative film to improve writing was good. The students' achievement in writing improved. It was supported by the improvement of the result from the pre-test to the post-test. The average scores of the pre-test, first cycle, second cycle and post-test were subsequently 62.875, 72.125, 74.75 and 79.35. It was suggested that teachers used cartoon film as an alternative media for teaching narratives.

2. Research from Retno Ayu Muwarni Puspitasari

Thesis entitled *The Use Animation Movies For Developing Student's Writing Skill of Narrative Text (A case study of teaching English at eleventh grade student's of SMA N 10 Semarang in the academic year 2006/2007)* English Department, Faculty of Language and Art, Semarang State University. It was found that since teaching writing of a narrative text by using *Brother Bear*, a film could help students to develop their writing skill,

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the writer gave them more exercises on writing narrative texts of a film. The result of the test showed that the students' scores in the writing draft I were 64.3%. It means that the test was not successful. On the other hand, in the writing of the revision II, the students' achievement reached 72.9%. It means that the test was successful.

In conclusion, both of the researches conducted by Sri Romadoni and Retno Ayu Muwarni Puspitasari, using Animation Film in teaching and learning process have been successful. Sri's research that has used Pinocchio Cartoon Film in teaching writing narative text has been successful to improve the students' achievement. Meanwhile, Retno Ayu focused on teaching writing narative text ability by using Animation Movies. It was successful too. In this present research, the writer focused on teaching writing narrative text ability by using Animation Film.

C. The Operational Concept

Operational concept is a main element or a concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in this research. This research is designed into two variables, variable X and variable Y.

1. Variable X (The indicators of using Animation Film)

Brophy (2006, p. 66) said that the procedures of using Animation Film are as follows:

- a. The teacher asks question related to the Animation Film.
- b. The teacher explains about the definition of narrative text.

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- c. The students watch the Animation Film (for experimental class).
- d. The teacher explains about the generic structure in the Animation Films that have been watched.
- e. The teacher asks the students to do the writing activity.

2. Variable Y (The indicators of writing narrative text ability)

Variable Y is dependent variable that is the students' ability in writing narrative text. The indicators of students' ability in writing narrative text according to the syllabus of the students 2014 are as follows:

- a. The students are able to develop the ideas in writing narrative text.
- b. The students are able to write narrative text based on the organizational structure correctly.
- c. The students are able to write appropriate vocabulary in narrative text.
- d. The students are able to write grammatical feature correctly in narrative text.
- e. The students are able to write punctuation and spelling appropriately in writing narrative text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumed that the students who are taught by using Animation Film will have better writing ability. Furthermore, the better implementation of Animation Film in writing subject is, the better students' writing ability of narrative text will be.

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2. The Hypothesis**a. The Null Hypothesis (H₀)**

There is no a significant effect of using Animation Film toward students' writing narrative text ability at the first year of Islamic Senior High School Kampar Timur.

b. The Alternative Hypothesis (H_a)

There is a significant effect of using Animation Film toward students' writing narrative text ability at the first year of Islamic Senior High School Kampar Timur.