

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. Literature Review**

##### **1. English Learning Theory**

There are four language skills in learning language; listening, speaking, reading and writing. Writing is one of the language skill that have to be mastered by the students. It is considered as an important skill for the students' real life. Gere (1984: 32) says that writing is not easy to define. However, there are three appropriate responses to define writing for the students' real life.

First, writing is communication. It means that writing need a creative hard work or an action to make the reader understand about certain information, news, ideas, and feeling in the form of written language. Second, writing is an arrangement of creativity. In this case, writing can be used to express the student's feeling. It means that the students usually tend to express what they feel in written language. Third, writing is a method of learning. For the students, learning is to improve their knowledge and skill by teaching and learning in the classroom. Therefore, if the students write something they also learn something.

Byrne (1984: 1) states that writing is one of the language skills, which is used for medium of communication, especially indirect communication because the reader is not physically present.

Reid (1993: 105) says that writing is the most demanding of the language skill. Since it is a challenging skill for the student's real life either in their school or future. Writing helps them discover idea, make new connection, or say something.

Since this research is related to writing skill, the researcher as an observant focuses on the teacher to motivate the student's practical than theory. It means that in every meeting the researcher will encourage the students to write based on the pictured given so that the students will be familiar with the written form. It based on Harmer's statement (1998: 38): "we will try to get students writing in a number of common everyday styles. They will include writing postcard, letters of various kinds, describing something, writing narrative composition, report, newspaper, etc."

## **2. The Nature of Writing**

### **a. Definition of Writing**

Writing is one of language skills learnt by students in their school. For almost students think that writing is awfully difficult. The students consider writing as the most difficult skill to be acquired. This opinion is supported by Richards and Renandya (2002: 303) states that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into understandable text. But the researcher tends to solve this problem by using a cartoon movie as media with great hope that students can master and manage the writing skill if they want to do practice well. Gordon Taylor (2009: 2) says that writing is the seed, the fruit and the pickle of our understanding. The researcher need to know what they are talking first if they want to write well and to conceptualize about how to translate the idea to readable text.

Other definition explained by Besral (2015: 30) says that "writing is a process of thinking deeply and transfer it into the form of written text by considering the

reader and also the components of writing itself. By writing, students can share their idea, feeling or anything that exists in their mind, and then it is written on a paper or nowadays on a computer screen. In addition, Harmer (2001: 79) says that writing is a form of communication to deliver through or to express feeling through written form. Then, Mary Fitzpatrick (2005: 1) says that “you need to explain things to the reader and give them examples so that they can experience the things you have seen and heard”.

From definition above, the researcher can conclude that writing is the language skill that used as a tool communicate with reader to express ideas and feelings in written form to make the readers understand.

#### **b. Elements of Writing**

Harris stated that (1969:68 69) there are four elements of writing, there are:

##### **a) Mastering Vocabulary or Diction**

He stated that vocabulary’s mastering or diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the researcher’s knowledge. The number of words that is mastered by a researcher could indicate that he or she mastered a number of concepts, mastery of vocabulary can improve by reading and listening a lot.

##### **b) Mastering Grammatical Rule’s or Sentence Structure**

Mastering grammatical rule’s or sentence structure consists of phonology, morphology and syntax. Phonological rules don’t have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c) Coherence

Coherence means that the researcher's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

d) Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write.

**c. Process of Writing**

Writing as one of productive skills need a process. Harmer (2004:4) states that "Writing process is the stages that a researcher goes through in order to produce something in its final written form". There are four steps in writing processes:

a) Planning

When planning, the researcher has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, researcher has to

consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called prewriting.

b) Drafting

The first version of writing called draft. The researcher must use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

c) Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not clear enough or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Richards and Willy stated that “in editing, the researchers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like”.

d) Final Version (Final draft)

One researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the researcher is now ready to send the written text to its intended audience

### **3. Narrative Text**

#### **a. Definition of Narrative Text**

Narrative is to tell a story or tale that orderly account of events in speech or writing (Hornsby, 1974:561). It is a piece of the text which tells story and, in doing so, entertains or informs the reader or listener.

Nuning Pumamawati (2011:5) states that narrative text is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which has students complete studying in high school narrative is a text which retells the story or previous the experiences.

The purpose of a text is to amuse, entertain the reader or listener about the story. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

#### **b. Characteristics of Narrative Text**

There are some characteristic of narrative writing which are possessed by almost all of the narrative writings. Those characteristic are state by Martin, Seltzer, Kimmeluman and Krantz (1985: 129):

- 1) It tells the story of an events or events
- 2) The events are usually arranged in chronological order that is, in the order in which they occurred in time, and.
- 3) The narrator has a purpose a mind in telling the story. There are some points, which the narrator wishes to make or some impressions he or she wishes to convey to the readers.

#### **c. Types of Narrative Text**

There are many different type of narrative that are proposed by Anderson and Anderson (1997: 18 31). They are:

1) Humour

A humorous narrative is one of that aims to make audience laugh as a part of telling story.

2) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

3) The Diary Novel

This type of narrative has the text presented like diary entries.

4) Fantasy

In their book, Anderson and Anderson give him example of fantasy fiction. According to them, the example of fantasy fiction is story by Ronald Dahl "the witches" in the orientation of the story, I conclude that fantasy fiction in type of narrative writing in which the aspect of fantasy or imagination is involved.

5) Science Fiction

Science fiction narratives are the setting involving science and technology.

**d. Generic Structure of Narrative Text**

According to Wardiman (2002:98) the steps for constructing a narrative text are:

1) Orientation

It is about the opening paragraph where the sets, the scene and the character of the story are introduced. It usually answer the questions who? When? Where.

2) Complication

It is a series of complication or where the problems in the story developed

### 3) Resolution

Where the problems in the story is solved. The problem may be resolved for better or worse happily or unhappily.

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

#### 1) Orientation or exposition

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

#### 2) Complication or rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) toward them from reaching their goal.

#### 3) Sequence of event or Climax

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

#### 4) Resolution or falling action

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

#### 5) Reorientation

It is an optional closure of event.

#### **e. Linguistic Features of Narrative**

There are some linguistic features of narrative as Derewianka (1990: 42) state as follows:

- 1) Specific, often individual, participants with defined identities. Major participants are human, or sometimes animals with human characteristic.
- 2) Mainly action verbs (material processes), but also many verbs which refer to what the human participant said, or felt, or thought (verbal and mental processes).
- 3) Normally past tense.
- 4) Dialogue often included, during which the tense may change to the present or future.
- 5) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind.
- 6) Can be written in the first person (I, we) or third person (he, she, they).

### **4. Movie**

#### **a. Definition of Movie**

Movies are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas). People in every part of the world watch movies as a type of entertainment; a way to have fun. Most movies are made to be shown on big screens at cinemas or movie theatres. After movies are shown on cinema screens for a period of time (ranging from a few weeks to several months), movies are shown on pay television or

cable television, and sold or rented on DVD disks or videocassette tapes, so that people can watch the movies at home. Later, movies are shown on television stations.

#### **b. Movie Genres**

A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up), or true, or a mix of the two. Although hundreds of movies are made every year, there are very few that do not follow a small number of set plots, or stories. Some movies mix together two or more genres. Based on Teaching with Movies (2005: 11) at least there are 10 genres of movies, dramas, action, thriller, comedies, romantic comedies (rom coms), buddy movies, science fiction movies, western movies, horror movies, cartoon movie and documentaries. However, in this research, the researcher focuses only on cartoon movie. As we know that cartoon movie is the rapid display of a sequence of images of 2 D or 3 D artwork or model positions in order to create an illusion of movement. It is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in a number of ways.

#### **c. Advantages and Disadvantages Using Movie as Learning Media**

Latuheru (1998) said that the advantages of movie in instructional media or in learning media are:

- 1) The use of movie attracts student interest to focus on their attention.
- 2) Movie helps the student understand the material easily.
- 3) Movie provides student a dispensable and real material.

- 4) Movie built up student ideas and concept to do with the material that provides on it, it makes the student understand the material easily and quickly.
- 5) Movie provides student with different way in study.

Disadvantages Using Movie as Learning Media are:

- 1) The movie can influence student habits'. So the teacher should know the story is suitable or not for the students.
- 2) Teacher need a lot of preparation before doing the teaching process.

## **5. Cartoon Movie as Learning Media**

### **a. Definition Cartoon Movie**

Cartoon is one of movie types. Sudjana (2005: 58) says that cartoon movie is description in form of painting or drawing or caricature about the person, concept or situation that designed to influence opinions of society. Other definition of cartoon movie is design or study drawn to make by photographing a series of cartoon drawings to give illusion of movement when projected in rapid sequence.

Cartoon movie is one animation movie which has modern meaning humorous illustrations actually; children and adult like to watch the movie. Cartoon is any several forms of illustrations with varied meanings. On the other meanings of cartoon is illustrations' in magazines and newspaper, and animated program.

### **b. Purpose of Cartoon Movie as Learning Media**

Cartoon movie as other media, are able to communicate better than other media, because by using cartoon movie, it will present language in context in ways that a cassette or teacher can't do it. Students can see who is speaking, where is the speaker and what are they doing. Movie is a useful tool to deliver message for learners. There are the key elements of cartoon movie (Ghebart, 2009):

- 1) Action are over who act out the story. The actor usually is dubbing by a native speaker who makes learners histories to read spoken English.
- 2) Location is the accuracy and mood of the movie depends on where it is drawn to shot. Here learner can see the real place with their culture.
- 3) Time of the movie is shot. For example there is morning, afternoon, night, in the holiday, and so on. Time also shows the year and something happen what culture and what kind of language usage in the time.
- 4) Music and sound are important for the story because you will hear sounds like people talking, a fire engine passing, or bird chirping in the movie.

As an audiovisual aid, cartoon movies contain sound and fun picture. It means cartoon movie is closer in real life, because visual clues and context make it possible to view the message as much as real or listen to it. They will see and hear suitable situation and also suitable pronunciation.

Cartoon Movie completely helps in learning language especially for young learners. With its elements we can find aids gathered audio and visual aids. Both of them hopefully could improve the learner competence in understanding part of learning language process as speaking, translation, pronunciation, or even all of part. With this strength, cartoon movie could be the best aid in learning foreign language.

Cartoon Movie can be tremendously influential and an extremely powerful medium for transferring values, ideas and information. It is considered to be an important art form, a source of popular entertainment and powerful method for educating and indoctrinating citizens. Movie as audio visual makes the learners can learn more vivid language and get closer to their culture. Different cultures are presented not only verbally and also orally. It is a medium that transfers meaning through several channels such as picture, dialogue, which reflect those cultures, and in turn affect them.

Learning English by watching cartoon movie is learning by input. First, learners get lots of correct English sentences into their head. Then, they can imitate then and make their own sentences. It make them know how the foreign English and learns what word they use. English cartoon movie provide a native speaker and native culture which can help them learn English easily and also make them fun. In learning foreign language, a native speaker and native culture as needed much because through these things a learner may have their own understanding when they are communication. Movie also let learners learn in formal and slang words which are not yet in English dictionaries. Cartoon Movie also let learners improve their pronunciation, grammar, and vocabulary.

### **c. Advantages and Disadvantages Cartoon Movie as Media Learning**

According to Sadiman (1990: 70) there are some of advantages of cartoon movie as learning media. They are:

- 1) Movie can stimulate students understanding not only by listening to movie but also viewing the picture motion.
- 2) The story of the movies will still remind in the students mind.

- 3) Cartoon movie is more interesting for young learners.
- 4) Cartoon movie can attract student's attentions.
- 5) Movie is realistic media that can be repeated or even can be paused.
- 6) The cartoon movie can help us link concepts directly especially in middle level.
- 7) The sounds are clear and some languages are available to be studied by the students.
- 8) Movie offers alternatives to live action scenes that can increase the variety that one brings to the classroom.
- 9) The story of cartoon movie is unique and can spirit an imagination.
- 10) The visualization can create an imagination.

According to Sadiman (1990: 70) there are some disadvantages in teaching using movies: There are some opinions about the use of movie in teaching learning process in class taken from:

- 1) Lina Astour, Israel

"I believe it's a very helpful teaching tool, yet very difficult to use it in my big classes, each of 40 pupils. Taking pupils to take video room makes a real mess, that's why I prefer using other methods "

- 2) Skip, Canada

"Video is great but can be abused"

- 3) Mahmoud, Egypt

"I think it may give us the result we hope but not in all situation"

Therefore, based on those opinions, we can conclude that there are some disadvantages of movie, they are:

- 1) The movie makes the class crowded and messy if applied in a big class. It will be difficult to arrange the effective activities for the students while watching the cartoon movies.
- 2) The movie can abuse the moral of the students, for example when the movie played is immoral and vulgar. It gives so many bad influences to the students.
- 3) The movie is not always good in all situation, so we must select the movie carefully that it can be most appropriate media for students, age, need, interest and of course the aim of the teaching learning process itself.

Cartoon movie is divided in two criteria such as cartoon movie to children and to adolescent one. To give the good result, the cartoon movie should be selected.

The criteria for selecting cartoon movie are:

- 1) The cover or picture should be interesting.
- 2) The contents of cartoon movie have some elements such as entertainment and educations.
- 3) Giving impression enjoyment, relaxation, placidness.
- 4) It is not giving bad ideas or idea anime violence in the culture.

## **B. Previous Study**

In this paper, the researcher takes review of preview related literature from the other graduating papers. One of them is a study by Sri Romadoni (2201403626) in her thesis entitle “ THE USE OF PINOCCHIO CARTOON MOVIE TO IMPROVE STUDENTS NARRATIVE TEXT WRITING SKILL ( The Case of Year VIII Students of SMP 37 Semarang) English Department, Faculty of Language and Art, Semarang State University. The result of the study was that

the students' progress during teaching and learning activities by using narrative movie 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. The difference between this previous study with present research is the researcher used quasi experimental and the previous research used case action research. Object and subject in this research also different. The present researcher also choose the archetype theme in movie.

Based on the researchers above, the researcher will use Cartoon Movie on Students' ability In Writing Narrative Text at Second Grade students of SMPN 2 Gedeg in the academic year 2018/2019.

### **C. Theoretical Framework**

Theoretical framework is the concept used to give limitation to the theoretical frame work in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify the variable use in analyzing the data. In this research, there are two variables; they are (1) using cartoon movie as X variable and (2) Students ability in writing narrative text as Y variable. Because this research is experimental research, the researcher will divide the classes into two classes, experimental class and control class. The data will be taken by using test (pre test and post test). The researcher as the observant in this case will do the research to the samples separated into two classes. The experimental class will be treated with cartoon movie and the

control class will be taught by using ordinary way by their teacher. However, the test that will be given is the same between both classes; the difference is only on the treatment which will be given. The treatment will be used for the students' ability in writing Narrative text.

To operate investigation on the variable, the research will work based on the following indicators:

### **1. The Procedures of Using Cartoon Movie (Variable X)**

According to Stempski in Richard and Renandya (2002: 364), there are three stages to apply the video or movie in language class, including:

- a) The teacher prepares the students to watch the video or movie by tapping or review their background knowledge about the movie that want the teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.
- b) The teacher primarily facilitates the actual viewing of video or movie. They involve playing and replaying the entire sequence or relevant parts.
- c) The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first.
- d) The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.
- e) The teacher requires students to react to the video or movie or to practice some particular language points. The range of post viewing activities is enormous; in this term is writing activity.

## **2. Indicators of Students' Ability in Writing Narrative Text (Variable Y)**

According to Syafii (2011: 165) there are ten indicators of student's result test in writing text, including:

- a) The students are able to write the content.
- b) The students are able to make a good orientation.
- c) The students are able to make a good complication.
- d) The students are able to make a good resolution.
- e) The students are able to use suitable vocabularies.
- f) The students are able to use action verb.
- g) The students are able to use temporal connection.
- h) The students are able to use past tense.
- i) The students are able to spelling words.
- j) The students are able to use punctuation.

### **D. Hypothesis**

This research is to answer the question about whether yes or not the effectiveness of using cartoon movie as media in writing narrative text. To get the answer of question, the reseacher should propose alternative hypothesis(Ha) and null hypothesis (H0) as below:

(H0) There is no significant difference of using cartoon movie as media in writing narrative text.

(Ha) There is significant difference of using cartoon movie as media in writing narrative text.