

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature. It discusses writing, recount text, animated video, and PowerPoint slide.

A. Writing

1) Definition of Writing

Writing skill is the capacity to convey ideas, facts, or narratives in a clear and effective manner through written language. According to Harmer (2004) defines that writing is way to produce language and express idea, feeling, and opinion. It requires the skill to organize and arrange text, utilize suitable terminology and style, and effectively communicate a message or story. It also incorporates the writing mechanics, such as syntax, punctuation, and spelling. Strong writing skills are necessary in a variety of contexts, such as academic, professional, creative, and personal communication, as they allow people to communicate their ideas and information in a way that is clear to the reader and interesting to them. One of the four English language proficiency areas that students should focus on mastering is writing. This applies to any writing assignments or assignments that call for it. Writing is a difficult process that needs a variety of skills. (Sa'adah, 2020).

Writing skills reflect one's mastery of language, including grammar, vocabulary, and punctuation, to produce well-structured and error-free written content. While language proficiency is an important component of writing skills, it is not the only defining aspect. Writing skills encompass a wider range of skills and attributes than just language proficiency. Writing supports employees in effectively

expressing their thoughts as well as students in achieving their academic goals. Great writing skills can benefit students not just in improving their school performance but also in getting ready for the working world. (hidayat fahrul, 2023).

From this definition, it can be concluded that writing skill is one of the skills where we have to express the ideas we have with proper grammar, punctuation, syntax, and spelling. because with good writing skills students will be facilitated in the world of work later.

2) The Objectives of Writing

As well as other skills, of course writing skills also have many objectives. as mentioned by Cox (1962) in his book entitled *Writing Form Process Purpose*, writing skills have several objectives including:

1. To inform, each assignment may have multiple goals for you. You might want to inform people first, that is, to provide information.
2. To entertain, if your goal in writing is to make readers laugh or feel funny, then go ahead and utilize humor, but make sure it fits the context.
3. To satirize, satire is a kind of comedy that usually aims to bring about reform. However, humor seldom serves this purely fun objective.
4. To persuade, if the goal of your writing is to influence the reader's thoughts or behavior.

Apart from the above discussed reasons, there's another crucial one: writing facilitates learning for our students. Second, writing gives our students the opportunity to use language creatively, to go above what they have

just learned, and to take chances. Third, writing forces students to utilize their eyes, hands, and brains constantly while expressing themselves in a new language, which is a novel approach to reinforce what they have learned. Writers frequently come up with new topics to write about or novel ways to convey their views when they are stuck for what to write about or how to write it. They learn how important it is to choose the right phrases and words. Because writing and thinking have a strong connection, writing is an important component of language education. (Ingale, 2017).

Therefore, it may be said that, writing is a very effective tool in the language learning process. It not only helps students understand and remember the material that has been taught, but also develops creativity, thinking skills, and deep engagement in the language they are learning.

3) Process of Writing

Writing is a creative activity since it allows you to express your thoughts and ideas. The writing process is divided into four phases: planning, drafting, editing, and final draft.

- a. Planning.** Planning include outlining and brainstorming concepts. This stage is crucial to the writing process since students struggle to think of concepts that are related to what they want to write.
- b. Drafting.** Drafting is an important stage in the writing process. During this stage, you take the thoughts and concepts you developed during the prewriting or planning phase and start writing them down in a raw, unpolished form. The basic goal of drafting is to write down your ideas on paper or on a computer screen.

- c. **Editing.** Editing is the process of reviewing and revising your written work in order to increase clarity, coherence, and general quality. During the editing stage, the primary emphasis is on writing mechanics such as grammar, punctuation, spelling, sentence structure, and style.
- d. **Final version.** The "final version stage" of the writing process refers to the last step of the writing process in which you create the polished, error-free, and ready-to-publish or share version of your written work. You are preparing your work for its intended audience and purpose at this point.

According to the explanation above, the writing process must have four important stages: planning, drafting, editing, and the final version. To write properly, students need to understand the various stages of the writing process.

4) Teaching Writing

There are several ways that may be used to teach writing. This strategy is sometimes facilitated by the use of various media such as video games, songs, and also picture series. This is discussed as follows :

1. Using Song Lyrics

Based on the results of the research conducted by (Melfia et al., 2019) it may be said that the conceptual skill of writing students' narrative paragraphs through song lyrics media can be concluded as follows: First, through the airing of today's popular songs along with the song lyrics, students' motivation in participating in the learning process increases so that students are more active and participatory in every stage of the activities carried out.

Second, by listening to popular songs can make the atmosphere of the learning

environment more fun, fresh, lively, joyful and relaxed but still have a conducive learning atmosphere. Third, through the application of song lyrics media, the emotional condition of students who initially felt tired, discouraged, and saw Indonesian language lessons as difficult became more entertained and fun and calmer. Fourth, by conditioning students into discussion groups, all students mingle and cooperate well. Fifth, this learning media should be used by other teachers as an alternative in improving the quality of learning.

2. Using Flashcard

Students' writing skills can be enhanced by using flashcards to learn recount paragraphs, according to a previous research. It has been proved by an increase in students' average test scores. Accordingly, each cycle has seen an enhancement in the students' score who achieved the minimum mastery of criteria (KKM). Then, in the most last cycle, over 80% of students passed KKM. Thus, this study fits the definition of effective action research. Additionally, the majority of students responded well to using flashcards when writing recount paragraphs, indicating that using flashcards is appropriate for them. (Musyaffa' M. Lathif, 2020).

3. Using Picture Series

Another previous study clarifies that picture series is a way to teach writing. Students will be more interested in seeing and watching all of the narrative if the visual media is eye-catching. Before using media, students felt stressed and even scared since they did not know what to write about. However, once they become interested in writing and are happy doing it, they forget about those past feelings. It has been shown that using media picture series with students can increase their

motivation and proficiency in activity. When writing narrative texts in the English language. Due to the fact that interesting drawing media can inspire children to develop narrative concepts and use vocabulary related to the stories they write .(Hidayah et al., 2019).

The researcher used the approach of animated videos from the media indicated above. This study aims to investigate the effectiveness of animated video in teaching writing by concentrating on students' recount writing skills.

B. Recount Text

1) Definition of Recount Text

Recount text is a text that retell about someone's experience and consist of orientation, events, and reorientation (Irmayana, Harapan, and Libertine Baene 2021). So overall, the statement explains that in a recount text, the orientation provides background information, the events detail the order of events, and the reorientation wraps up the story, often focusing on the significance or lessons learned. It is a structured ways of conveying a personal experience or event.

2) The Purpose of Recount Text

Telling the past is the purpose of recount texts. It provides details about what happened, when it did, where it did, and who was involved. (Marpaung 2016). In addition to telling past events, retelling texts often aimed to engage readers by giving clear descriptions, sensual details, and personal reflections. By conveying the context, emotions, and significance of the event, these texts not only provide information, but also entertain and connect with the audience, making the past experience more alive. As such, recount texts serve not only as historical records, but

also as engaging narratives that capture the essence of the events being recounted.

3) Generic Structure of Recount Text

Researchers may determine from the definitions given above that a recount text is a text that tells an individual's experience and includes orientation, events, and reorientation. (Irmayana, Harapan, and Libertine Baene 2021). The following is the generic structure of a recount text:

a) Orientation

The primary characters are presented, along with a few supporting characters. Generally, some indications about the location or time of the action are included. (Tsanita Fitra Maulidia 2021). In addition, the orientation of the recount text can also determine the context in which the events take place, including the roles and relationships of the main characters, as well as relevant background material that is important for understanding the events that follow. This introduction of character and contextual details helps to bring the reader into the narrative and understand the significance of the experience being told.

b) Events

The researcher describes how a characteristic relates to events in these cases. It covers both how he or she feels and acts. The aim is to aid the reader in better understanding and knowing the subject matter, and it may be presented in a chronology (the order in which they happened).

c) Reorientation

Reorientation or personal comments are evaluation comments, which are interposed in the event record, but are optional.

4) The Kinds of Recount Text

There are three kinds: firstly, there are personal recounts or emails, diaries, and personal recounts. Second, there is the factual describing that occurs in academic studies and news articles; lastly, there is the imaginative recounting. (Laili and Mufliah 2020). There are three types of recount text :

a) Personal Recount

Personal recount is where the writer recounts a personal event that they experienced in real time. This means that the writer is actively participated in the activity of the event. The purpose of personal recount is to inform and entertain the reader.

b) Factual Recount

A factual report is a list of notes of a specific event. It can be applied to recount certain incidents or events, including newspaper articles, testimonials, scientific experiments, accident reports, and historical events. Its only objective is to tell the reader about historical events.

c) Imaginative Recount

Imaginative recount retell imaginative stories through the perspective of fictional characters. This means that the events in the text did not happen in real life. Their purpose is to entertain and can usually be found in textbooks.

5) Language Features of Recount Text

The type of text can be seen from the form of language used. The text is a recount text. There are several language features of recount text, which are as follows:

a) The past tense is typically used when writing it. Simple present tense may be used in

some forms.

- b) Phrases that express the order of events (previous, then, first, after that, finally, in the meanwhile).
- c) The story's subject usually focuses on one or more kinds of people.
- d) Shows the action and specifics of the events that take place in the story by using action verbs and conditions such adverbs of place and time..

C. Animated Videos

1. Definition of Animated Videos

A study states that Animated video media includes type of audio visual media because the media contains sound and images (Pratiwi & Ridwan, 2021). So it can be concluded that animated video media is a type of audio- visual media because this media contains sound and images. This combination of auditory and visual elements allows animated videos to convey stories, information, and emotions in an interesting and engaging way. The synergy between sound and visuals in animated videos enhances the overall viewing experience and makes it a versatile and effective medium for a variety of purposes, including entertainment, education, and communication.

The researcher chose to use an animated video entitled "My holiday" because the animated video is in line with the material or topic being researched, namely the recount text. The animated learning video can help students fully understand the content in an interesting and enjoyable manner. Learning media, on the other hand, can assist students in becoming more focused on the learning process. It will have a significant effect on students' learning results, making them happier to study. This is

consistent with the statement made by Ayu et al. (2022) that the implementation of learning tools in the classroom is one of the factors that can increase students' learning results..

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2. Components of Animated Videos

Animated videos are considered audio-visual media because they combine audio (sound) and visual (moving images) elements. This means that in video animation, you have sound elements such as dialog, music, and sound effects that go hand in hand with visual elements, which are moving images that create the illusion of movement. This combination of audio and visual enhances the skill of video animation to convey stories, ideas, or information in a more dynamic, engaging, and comprehensive way. it is in line with Lavin (2010) as cited in (As Sabiq, 2018) Audio- Visual Media plays a major role in students' attention because the use of animations, video clippings, etc. helps them to motivate well which helps them to

motivate. Helps them to motivate well which in turn makes them sit in the classroom for a longer duration.

According to Djamarah (2010) as cited in (Fuady & Mutalib, 2018) A media that combines images and audio elements is called an audio-visual medium. This media is more able than others because it contains both audio and visual materials. The statement underscores the advantages of audio-visual media in communication and education. The statement suggests that combining sound and visual elements can increase the effectiveness of the media compared to using audio or visual elements separately. The integration of these two elements in audio-visual media makes it a powerful tool to convey information, facilitate learning and engage audiences. So here are two components of audio-visual media used as learning media :

a. Sounds

The auditory component of audio-visual media involves spoken language, dialogues, background music, and other sound effects. In the context of English learning, sound is crucial for improving listening skills and language comprehension. It helps learners hear the correct pronunciation, intonation, and usage of English words and phrases. Sound can also be used to provide explanations, narrations, or discussions related to the writing skills being taught.

b. Images

The visual component of audio-visual media includes all forms of visual content such as images, videos, animations, text, and graphics. In English learning, images can be used to represent concepts, illustrate ideas, and provide context for the content. Visual aids help learners better understand and visualize the subject matter, making it easier for them to create recount texts. Images can also be used to spark

creativity and serve as writing prompts for students to generate written descriptions.

When used effectively, the combination of sound and images in audio-visual media can enhance the learning experience, especially for developing writing skills in English. It allows learners to see and hear the language in context, making it a more engaging and comprehensive learning tool.

3. Advantages of Using Animated Video

According to Rahayu et al (2021) as cited in (Education et al., 2022) Animated video content is a useful tool for teachers to teach material to their students and motivates them to study well, keeping their attention throughout class. As a result, even though learning is done online because of the Covid-19 epidemic, the use of engaging animation-based learning videos will boost students' passion for studying and keep them interested. In conclusion, the use of animated video media is a versatile and effective tool for English language learning, especially in developing writing skills. It promotes engagement, understanding, and motivation among students, both in physical classrooms and online settings.

According to a study, researchers used animation films to determine how effective the medium was at helping students improve their writing skills. It was found that using animation films may help students in improving their writing skills because students felt that using them made studying more enjoyable because the learning process was more varied because the films provided sound effects in addition to just showing videos. (Ammade, 2021).

In summary, this study proved that the use of animated films as a teaching tool is effective in improving students' writing skills. The findings showed that the

interactive and multimedia nature of animated films contributed to increased engagement and comprehension. As a result, students find the learning process more enjoyable, which leads to increased motivation and improved writing skill.

4. Disadvantages of Using Animated Video

According to Azhar (2011) as cited in (Journals, 2020) states that the disadvantages of using movie in teaching and learning process are:

- a. An English movie is typically pricey and costly.
- b. During the video, some students were unable to follow along with the information presented since the pictures kept changing.
- c. Not all movies fit with the criteria and intended learning outcome.

5. How to Overcome The Animated Video's Disadvantage

According to a different study, teachers can help students overcome problems by having them imitate movie dialogue and repeat words that are spoken in the films. With these disadvantages, schools continue to employ movies in their lessons since there are several methods for learners, teachers, and the movies to engage. (Education et al., 2022).

So it can be concluded that although there are some disadvantages associated with using movies in education, it is important to note that these challenges can be effectively overcome with teacher guidance and support. Teachers play an important role in helping students get the most benefit from movie-based learning. To minimize potential disadvantages, several strategies can be employed, one of which is to conduct vocabulary reinforcement, where teachers can facilitate vocabulary acquisition by pausing the movie at relevant

moments and reinforcing understanding of unfamiliar words. Students can be encouraged to repeat and practice using the words in context, thus developing their language skills.

D. PowerPoint Slide

1) Definition of PowerPoint Slide

A PowerPoint slide is a page or screen in a Microsoft PowerPoint presentation, which serves as a visual aid to convey information, ideas or messages to an audience. PowerPoint slides are used to organize and present content in a structured and visually interesting way, making them a fundamental tool for creating and delivering effective presentations in a variety of contexts, such as education, business, and public speaking. Each slide in a PowerPoint presentation can contain images, text, graphs, diagrams, or other elements that support the delivery of the message or presentation content. This is in agreement with the argument made by Ommen (2012) that PowerPoint presentations can be utilized in the classroom for a variety of purposes, including introduction to material, student projects, practice and drills, games, reviews, and exams. Students find this format interesting, and it uses multimedia techniques like sounds, pictures, color, action, design, and so on to appeal to their many learning styles, which include auditory, visual, kinesthetic, and creative.

The use of PowerPoint presentations in the English classroom not only improves instructional efficiency, but also assists teachers in structuring their content in a cohesive and visual manner. At the same time, it empowers learners by providing them with a clear and engaging platform to improve their understanding of the teacher's instructions, fostering a more interactive and effective learning

environment. According to (Oommen, 2012) states therefore, it is believed that Power Point presentations can improve the efficiency of English language classroom instruction. In addition, they can help teachers organize their thoughts and present their information in an orderly, attractive manner and learners to better understand the instruction of the teacher.

2) The Advantages of PowerPoint

According to Alkash & Al-Dersi (2013) states that that PowerPoint presentations have several advantages, including:

- a) PowerPoint presentations can improve the content covered in the lessons and give a more structured, adjustable presentation.
- b) PowerPoint presentations may be a very useful and effective tool when delivering content and explaining difficult concepts.
- c) PowerPoint presentations make students' learning of language skills easier and more enjoyable.

So the conclusion of the above statement is that PowerPoint presentations are an effective tool in improving the quality of learning and making the material easier for students to understand. They can also make the learning process more interesting and enjoyable.

3) The Disadvantages of PowerPoint

According to Hasanah (2020) as cited in Sianipar et al. (2022) states that there are also disadvantages of PowerPoint media, namely :

- a. It can only be utilized through the Microsoft platform. Therefore, to use the application, first download the application.

- b. The document form in each version is different.
- c. Categorized as a heavy program. For this reason, if you want to use Microsoft PowerPoint, it requires a large amount of memory to run or use the application.
- d. Easy to hank or crash so that when the application is hank, the command to save or save the application file cannot be carried out.

E. Previous Studies

This research is supported by a review of related research. In collecting data, researchers observed several studies related to the discussion in this study.

A previous study conducted a study entitled "*The Effect of Short Animated Video With Captions on Students' Vocabulary Mastery*". This study aims to determine whether short animated video media with captions affects eighth-grade students' vocabulary mastery. This research was conducted at MTsN 1 Kota Palangka Raya. The participants of this study were 30 students. The design of this study is quasi-experimental. This study uses quantitative data that has been collected. The findings of this study showed that short animated videos with captions can positively impact students' vocabulary knowledge when they are studying the English language in the classroom. Students can see and hear new words firsthand as well as examples of word usage by watching videos that include sound and images. (Qamariah & Normuliati, 2023).

Another previous study came from Irawan & Tridinanti (2023) who conducted a study entitled "*The Use of Short Animated Movie To Improve Students' Skill in Writing Recount Text*". The purpose of this study was to find out whether or not

it is effective to use short animated movie to improve students' skill in writing recount text. The research was conducted at Sumsel Jaya Junior High School Palembang. The participants in this study was 62 students of seventh grade at Sumsel Jaya Junior High School. Pre-experimental design (one group pretest-posttest) is used in this study. This study uses quantitative data that has been collected. The study's findings showed that using a short animated movie to help students write better recount texts was a successful teaching strategy. According to a study conducted by the author, seventh-grade students at Sumsel Jaya Junior High School in Palembang can enhance their writing skills by using short animated videos.

Another previous study conducted a study entitled "*The Effect of Using Animation Video Towards Students' Vocabulary Mastery at The Ninth Grade Student of MTs MII Jiput Pandeglang in Academic Year 2021/2022*". This study aims to investigate the implementation of animation video in improving students' vocabulary mastery at ninth grade students of MTs MII Jiput. The participants in this study were 56 students. The study uses quasi-experimental design. The data collected in this study are quantitative. The study arrived to the opinion that children could benefit from watching animation videos to learn some English vocabulary. Learning outcomes for learners can be enhanced by using animated videos as learning resources. (Novari & Gumelar, 2022).

This study, which was carried out at MTsN 5 Kediri, is different from the studies of Qamariah, Irawan, and Novari in various ways. First, the purpose of this research is to determine the effectiveness of using animated video to provide significant differences in students' recount writing skills before and after treatment. Second, this research applies a quasi-experimental design. In approximately one month, the researcher had three meetings. The researcher applied quantitative methodologies on two classrooms of 29 students (experimental group) and 29

students (control group). The last difference, in the results, the researcher needs to look at the effectiveness of animated video on students' recount writing skills.

Furthermore, despite some of the contrasts mentioned above, there are similarities between Qamariah, Irawan, and Novari's study, and this study is related to using video as a teaching and learning strategy. In this investigation, the researcher also wants to use animated video. However, the researcher focused on the effectiveness of animated videos on students' recount writing skill.