

CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORITICAL FRAMWORK

1. Writing

a. Definition of Writing Skill

Writing is important and always used in the daily lives in personal such as writing letter, message, and dissemination of the research results. There are many definition of writing skill based on different approach of the teaching writing. The names of some approaches are Product or Text Oriented Approach, Process or Cognitive – Oriented Approach, and Genre – Based Approach.

Statement of (Iftanti, 2016) According to Text Oriented Approach, writing skill is looked as a capacity to produce “acontextually” correct form of language, based on certainty pattern in sentence. Whereas, on the basis of Process or Cognitive is focused on what the writer during the process of writing. Writing skill puts ideas then use sure revising and editing to develop them in the particular context. The teachers who believe this is support students to develop their own writing without being directive, give statement that writing a creative act and the process is important as a finding of true self. Accordingly, writing activities are like to be personal essay and journal writing which are suitable for self

finding. The last, Genre – Based Approach which is consider successful writers who are able to make reasonable assumption about what the reader knows and expects. In addition, there are several definition of writing skill from different pedagogical approaches with which English teachers can consider the term with their own pedagogical needs.

Meanwhile, in the other definition of writing Muhammad Javed stated that writing builds the grammatical correct sentences and to deliver a meaning for the reader. Oshima and Hogue stated that writing is a skill, not a natural giving. It means that writing is not original trail for everyone, so writing necessities several hard work and routine practice (Mantra, 2017). Everybody has different experiences in the learning difficulties when they start to write something, in order to be a good writing the students have to be knowledgeable about the sentence structure. The important one in the beginning of writing, writers must think hard before start writing, maybe the writing is well or not to the reader can transfer knowledge of the content of the text, it have to be think carefully (Sawaki, Quinlan, & Lee, 2013).

Stated of Taylor is if the students or everyone have a attention in writing and wants to have good writing, they necessary to know what their ideas well. The students need to be continues thinking. They also necessary learn about the written forms and other conventions in writing. Then they must focus on study in writing. In writing, there are some

significant things that have to knowledgeable for the students who want to write, students must master the spelling of words, vocabulary, sentence construction, grammatical forms and other essential linguistic features (Weigle & Parker, 2012).

b. Process of Writing.

According to Karatay (2011), there are several stage in the writing process.

1. Prewriting

In this phase is ideas are made, the topic and target are determined.

2. Drafting

The particular ideas write on the paper. Planning and organizing the time and focusing on the relation of the ideas are influence factors for effective drafting process.

3. Editing

In this phase the mistakes of the writing, such as the structure, sentence form and paragraph are corrected.

4. Revising

The revising stage is about the writer reform their role and makes a correction based on the topic.

5. Publishing

The publishing stage, the text which be outcome is shared with the other (Bayat, 2014).

2. Genre

a. Definition of Genre

Genre is a category used to classify discourse and literary work, usually form, technique, or content. In other hand, genre is defined as a culturally specific text type which outcomes from using language (written or spoken). Harmer states that genre is type of writing which members of discourse would instantly know for what is was.

b. Kinds of Genre

Everyone who wants to write a text, they have to know the aim of their writing so that it can be decided the genre of the text that will be used. They are twelve types or genre of the text. They are:

- Recount text

Recount text is used to retell events, and have purpose to informing or entertaining the readers.

- Report text

Report text is text which used to describe situations, with refers to the natural phenomenon, human made, and social situations in our environment.

- Discussion text

The aim of discussion text is provide (at least) two points of view about an issue.

- Explanation text

It has function to explain the process involved in natural phenomenon or socio cultural.

- **Analytical exposition**

It has social function to persuade the readers that something in the case.

- **Hortatory exposition**

The function persuades the readers that something should not be the case.

- **News item text**

The function of news item informs the readers or viewers about the events of the day which are important to be delivered.

- **Review text**

It is the types of genre that has social function to critique an art or even for a public audience.

- **Procedure text**

It describes how something is done through some steps.

- **Descriptive text**

Descriptive text is describe something, such as particular people, place, or tool.

- **Anecdote text**

Anecdote text has aim to share with the readers of an unusual or amusing incident.

- **Narrative text**

Narrative is a kind of genre that has social function to amuse and to deal with actual experience in different way (Novi, thesis 2016).

c. Narrative text

Narrative text is one of genres of the text. Narrative has purpose to entertains, teaches history, and give a sense of phenomenon in this world. The other explanation, this text has aims to retelling events or activities that occurred in the past which is meant to entertain the readers or listeners. Moreover, narrative text describes an event from the beginning to the end. In the understanding of narrative text, the readers have to know what the idea in the story, a main point to expand an idea and a sequence of event. In edition narrative has some aims, some opinion, and some points of view. The characteristic of a good narration are telling an wonderful story, describing a point about the human characteristic, and exhibited an dramatically journey of life changes someone's life.

Derewianka states that there are some characteristic of narrative text:

1. Purpose (social function)

The aim of narrative is entertain, or to give information or teach, to express the writers experience, and to expand and look after the readers' imagination.

2. Text organization

a. Orientation : the beginning of the story or introduces the characters.

b. Complication : it is about conflict or problem of the story

c. Resolution : the ending of the story or the problem solve.

3. Language features

a. Specific, It means that the introduction of characters. Major characters are human, or animals that have human characteristic.

b. Using action verb

- c. Using past tense
- d. Dialog often included. Sometimes use the tenses may change to the present or future.
- e. Describe the story as wonderful as writer can, and develop the story with creating images in the readers' mind.
- f. Narrative can be written in the first (I, we) or third (he, she, they) of point of view.

Basically, the characteristic of narrative text has been explained by either Derewianka, or Gerot and Wignell are same, especially for the aim or social function and language features. The only characteristic of narrative text which is different between those experts is the generic structure of narrative text. Gerot and Wignell add evaluation and reorientation in their generic structure or the organization of narrative text. Thus, the generic structure above used orientation, complication, and resolution. This text organization is used because commonly happened in most narrative text which is used in the school (Sari, & Sabri, 2017).

d. Folktale

Folktale is a literary traditional in the many cultures and belief which bring moral values for who listen it (Masykuroh, 2016). In other explanation, folktale is as a traditional form of community cultural expression which type to investigate the process of culture (Bortolini, & Pagani, 2017). In the other

source, folktale has other called is fairy tale. Folktale is often defined as a tale or legend that comes from traditional among people or folk. As a particular genre folktale together with “myth” and “legend”, “myth” and “legend” are believed to be true, and “folktale” is untrue, it means the story only a fiction and fantasy. “Myth” is about supernatural story. The “legend” is involve identification of personalities, dates, or places, they have uncommon events, and often to involve the interaction between humans and supernatural being or forces. Meanwhile, in folktale the human characters, as well as the times and place, are unidentifiable in social, historic, or geographic terms, thus delay the reality and letting fantasy rule (Amos, 1989). Folktale is part of the traditional of the common people, and it is a story come from the shared history of a particular community.

a) Types of folktale

Based on Tina L. Hanlon, Types of Folktales are:

- a. Fairytales: set in fictions world, without locality, no certain characters, contained with magic. Humble heroes kill adversaries, kingdoms, and marry princesses. Example: the sleeping beauty, snow white, jack and the beanstalk, etc.
- b. Talking beast stories: not fables (which are moralistic and educate), the animals be a main characters, animals may demonstrate a simple lesson about human characteristic, no magic. Example: the Bremen Town Musicians, puss in boots, the three little pigs, the three Billy goats gruff.

- c. Cumulative Tale: sequence incident with repetition, a little magic, there is no conflict or simple conflict. Example: the old woman and her pig, the farmer in the dell, the house that jack built, the ginger bread man.
- d. Drolls: the stories that give example stupidity, and full of nonsense. Example: the three sillies, the husband who was to mind the house.
- e. Stories of the real and practical world: characters, plots, and settings are possible, no magic involved. Example bluebeard.
- f. Porquoi stories: explain how or why something is like today, animal as main characters often. Example: why rabbit has a short tail, just so stories (literary *porquoi* tales).
- g. Literary fairy tale or art fairy tale: a specific author who retells traditional tales from a personal perspective and creates her or his own natural stories using folklore motifs, use more poetic words, fashions characters who develop and change. Example: some who did this were Hans Christian Anderson (“the little mermaid”, “the ugly duckling”, “the why the chipmunk’s back is striped princess and the pea”), Howard Pyle, Carl Sandburg, and Isaac Bashevis singer “the devil’s trick”.
- h. Trickster tales: this story about animals who trick other animals, the trickster usually wins due to his cleverness and other characters as a victim. Example: Br’er Rabbit, Anansi.
- i. Tall tales: about people really lived, protagonists perform as a superhuman, especially popular in and often associated with the United States. Example: Pecos bill, Paul Bunyan, Davy Crockett, John Henry (Lestari, thesis 2018).

B. The Function of Folktale Movie on Students' Writing Skill.

Everybody knows that writing not only move the pen on the paper, but writing puts many ideas on it, and have to pay attention to writings' rules, such as choose the exact words or not, the formation which is formed with the correct sentence or not, the interrelated between the one paragraphs to the others, etc. improving students' writing skill, especially make a narrative text the teachers have to choose the strategy to solve the problem. To make a good writing narrative text, the students have to understand the story, know how the characters, can think about the plot and setting in the story, and then write it on the writing form especially to make a narrative text.

A movie may have a narration and sometimes have music background movie, all it combine become one, picture, audio, and video to tell a story. In addition, sound, music, and image around the written or narrated content (Midge, 2010).

Playing the movies in the classroom have many advantages to the students, not only for make a sure the content and grammatical of writing but also for improving and mastering vocabulary. In the other advantages in the watching movie in the classroom as a media of learning, especially in the learning of writing narrative text, it will help the students to get the complete information by look at the sequence event in the story.

C. PREVIOUS STUDY

Before doing this research, the researcher read for some researchers related to this research. The first previous study is from Siti Erichah (IAIN Walisongo, Semarang. 2011) under the thesis title "*The Use of Film As Media to Improve Students' Narrative Speaking (A Classroom Action Research at IIB Class of MTs al-Hidayah NU 03 Kendal in The Academic in The Academic Year of 2010/2011)*". In the first researcher uses film in the improving students' narrative speaking, and state that film or audiovisual is an effective media in teaching learning process because it stimulates students in enjoying learning process and be easy on understanding the material given. The first research has similarities in this research the researcher also use a movie or audiovisual media but in the improving writing skill.

The second research is from Ajeng Ayu Lestari (UIN Sumatera Utara Medan. 2018), the title is "*The Effect of Folktale Movie on The Students' Ability in Writing Narrative Text at MAS TPI Sawit Seberang*". In this research of Ajeng, she used folktale movie to improve students' writing skill, it is related to the researcher that uses folktale movie too in the same skill which is improved. In the research design, the research of Ajeng used experimental researcher method. The research of second researcher stated that after doing experiment in the teaching narrative by using folktale movie in experimental class is there is a significance effect of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie.

The third researcher is from the journal article of Diah Pramita Sari and M. Sabri (2017), the title is *“Using Story Circle to Improve Students’ Ability in Writing Narrative Text”*. The third research is related to this research, because has similarities that both use story and have a same purpose is improving writing skill in the narrative text. In the third research have advantages that the technique can help the students’ in generating ideas in writing and they can enjoy the learning process through the simple interesting way.

The fourth researcher is from the journal article of Badharul Nurtika Sari (Universitas Negeri Semarang, 2016). The title is *“The Effectiveness of Using Illustrated Folktale “The Princess Farmer” to Teach Reading Comprehension of Narrative Text a Quasi Experimental Research at The Tenth Year Students of SMK Diponegoro Juwana in The Academic Year 2015/2016”*. In research of Badharul Nurtika Sari is related to this research, because it has similarities that both of this research uses quasi experimental design, and folktale as a media is researched. This research proved that teaching reading comprehension using folktale “The Princess Farmer” is effective. The students in experimental group and control group have significant score after doing treatment using folktale “The Princess Farmer”. The experimental group has higher score than control group which is not given treatment using folktale “The Princess Farmer”.

The fifth research is from journal of language and language teaching from Husni Lail Universitas Mataram (2018). The title is *“The Effectiveness of Using English Movie with English Subtitles in Teaching Vocabulary at the Eight Year Students of SMPN 1 Selong in the Academic Year of 2018/2019”*. In

research of Husni Lail has relation to this research, both of research has similarities that both of the research uses movie as a media in teaching English, and use Mann Whitney to test hypothesis. This research proved that using movie as a media in teaching English is effective.