

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter serves some explanations related to the writing, narrative text, animated videos, and picture series. Besides, here will also be served some previous studies related to this research.

A. Writing

1. Definition of Writing

According to Oshima & Hogue (1998), writing is a process of conveying our message in a particular form to the reader who wants to know our message. The writers are supposed to know their target readers so that they can adjust their writing form. According to Yundayani et al. (2019), writing is an activity to develop and present ideas to know the students' knowledge. In addition, Pratiwi & Rohayati (2023) stated that writing is a form of action where the writer puts her/his idea, feelings, and thoughts into a sentence, paragraph, or even an essay. So, it can be concluded that writing is an act where the writer shares their ideas, emotions, or knowledge in the form of a particular writing.

2. Types of Writing Performance

Brown (2003) stated that there are four writing performances. Each performance explains the specification of skill areas. These writing performances cover:

a. Imitative

Focus on the basic writing rules of letters, words, punctuation, and the briefest sentences.

b. Intensive

This level is higher than *imitative*. It focuses on the appropriateness of the collocation words, idioms, and also the use of grammar. In other words, the appropriate vocabulary and the right grammatical use are the main points in this performance.

c. Responsive

Focus on how the writer connects every sentence into a paragraph, and arrange a coherent story between paragraphs.

d. Extensive

It is a successful writing after passing particular strategies or processes with a specific purpose.

On the basis of the types in the previous writing performances, the researcher decides to study the responsive writing performance.

3. Analytical Scoring

According to Brown (2003), analytical scoring is one of the scoring methods for responsive writing. The researcher uses this method to evaluate the students' writing. Analytical scoring has five categories to evaluate, namely:

a. Content (Idea)

Content in this aspect means the accuracy in developing or explaining the subject. In addition, content is also about the writer's ability in illustrating, explaining, or describing the subject, main idea, facts, illustration, or opinion.

b. Organization (Structure)

Organization in this aspect means the existence and appropriateness of writing structure such as introduction, body paragraph, and conclusion. It can also cover the appropriate title, introductory paragraph, transitional expression, length, and topic. In conclusion, in the organization, the writer should pay attention to cohesion and coherence of the text.

c. Vocabulary (Word Choice)

Vocabulary in this aspect means the words that are known by the writer. Vocabulary is divided into two kinds, namely productive or active words and receptive or passive words. Productive words refer to the words that have been understood by the writer, and the writer is capable to use it in their writing. While, receptive words refer to the words that have been understood by the writer but the writer is not capable to use it in their writing.

d. Grammar (Language Use)

Sometimes, *grammar* in this aspect is also called as language use. *Grammar* means the rules used to build a correct sentence or phrase. In producing a word from a letter to a sentence, the writer should understand the grammatical rules. How to combine every word with another word so it can be an appropriate or correct phrase, and how to arrange word by word so it can be a good sentence, in this aspect the writer needs to understand the use of grammar.

e. Mechanics (Spelling, Capitalization, and Punctuation)

Mechanic in this aspect deals with how punctuation, spelling, and capitalization are applied. *Punctuation* means the marks that are used by the writer in their writing, such as commas and points should be placed in the appropriate place because it also influences the meaning. *Spelling* means every word should be written correctly because if there is a mistake it will also influence the meaning or even cannot be read or understood. *Capitalization* in this aspect means the use of uppercase and lowercase, the writer should understand what word that should be written with uppercase and lowercase.

4. Stages of Writing

According to Brown & Lee (2015), writing has three phases, namely prewriting, drafting and revising. The following are the detail information about each phase:

a. Prewriting

In this phase, the teacher gives stimulation to build students' interest in writing. The stimulation can be watching videos, reading activities, brainstorming, etc.

b. Drafting

In this phase, the teacher guides the students in developing their writing outline and in using the mechanisms of writing.

c. Revising

This is the phase of evaluation. The evaluation can be done by teacher assessment, peer assessment, or self-assessment. Moreover, the technique

of evaluation can be teacher-students conferences, self-assessment, or using a rubric.

B. Kinds of English Text

According to Sa'adah (2020), English text consists of four types, namely descriptive text, procedure text, recount text, and narrative text. Furthermore, these kinds of texts will be explained below.

1. Descriptive Text

According to R. Siregar & Dongoran (2020), descriptive text is a text that contains clear explanations about a person, a place, or a particular thing, so the reader can imagine the form of the object. This text is used to give information to the reader about the object. It means, through the descriptive text, the readers are expected to be capable of imagining the object in their mind as they are seeing, hearing, tasting, or feeling it by themselves.

2. Procedure Text

According to Ameliah et al. (2019, as cited in Marbes & Idayani, 2022), procedure text is the text that serves about steps of doing or making something sequentially, for instance are instruction to build manual sofa, cooking recipes, game rules, etc. In other words, the procedure text gives readers the steps or procedures to lead them on how something should be finished.

3. Recount Text

According to Prayogo (2020 as cited in Haryano & Tukiyo, 2022), recount text is the text that contains past chronological experiences or events. Furthermore, Amir (2020 as cited in Haryono & Tukiyo, 2022) stated that the specific aim of this text is to inform the readers about the sequence of event or

experience in a particular location and time. The conclusion is that recount text is always about the true story of someone's life, because it tells about a real story in past.

4. Narrative Text

According to Ningrum et al. (2018 as cited in Amalia et al., 2023), narrative text is a text that retold events or activities to occur in the past. The difference between recount text is in the truth, if recount text is about the true-life story, narrative text is not about the true story because its truth has not been proven.

C. Narrative Text

1. Definition of Narrative Text

According to Purba (2018 as cited in Riffani, 2022), a narrative text is the text that contains successive past stories or events that also contains the problem's solution of a specific problem, give moral messages to the readers. While according to Hidayatullah (2022), narrative text is an English text that have a goal to retell successive real stories. From the explanations can be inferred that narrative text is a text tell about continuing past stories with a specific moral message.

2. Structures of Narrative Text

According to Djatmika et al. (2023), structures of narrative text are divided into 3 sections namely:

a. Orientation

Orientation means the part of texts where the writer introduces all players in the story, place, and time. For examples, who the characters are and how their characteristics, where the story takes place, when the story

occurs, etc. The character is not only a human, but it can also be an animal, a plant, or goods.

b. **Complication**

Complication is part of the text where the character's problem appears. It can be started from the simplest problem leads to the more complex, and then the most complex problem. For example, the main character loses his/her wallet so he cannot pay his bills. Then he must work in the restaurant to pay for his food.

c. **Resolution**

Resolution is part of the text where the main character finds a way to solve the problem. Then, how the problem is solved, or what have been done by the main character in solving their problems. All of these ways are explained in resolution part.

3. **Language Features of Narrative Text**

According to Anjani (2020, as cited in Mulyani 2024) narrative text has some language features, namely:

a. **Using Phrase or Noun Phrase**

It means that the noun is combined with adjectives or another noun. It is aimed to describe the main noun clearly. For examples, a beautiful witch.

b. **Using Time Connectives & Conjunction**

A conjunction of time is used to link word to word. For instances or, but, and, etc. While, a conjunction is a grammar usually used when the writer wants to link words or sentences. So, it can be seen the difference

function of connective and conjunction is that conjunction is only used to connect sentences.

c. Using Adverb & Adverbial Phrases

These are used to explain the meaning of a sentence on the whole. Phrase in this context means explaining an adjective, adverb, noun, sentence, and also sentence. For instance, one day, one upon a time, years passed, etc.

d. Using Action Verb

It is used to clarify the activity that is being done by the subject. For instance, lived, saw, left, etc.

e. Using Saying & Thinking Verb

Saying verb is a verb that is used to indicate words that have been said or explained by someone. For instance, explained, said, asked, etc. While saying verb is a verb that is used by the subject when the subject needs to use their brain to think. For instance, guess, wonder, assume, etc.

4. Types of Narrative Text

According to Monica (2018), Narrative text has some types which every type tells about a different genre, these types are mysteries, myth, fable, slice of life, fairy story, science fiction, historical narrative ballads, romances, and personal experiences. From all these types, the researcher is going to choose fairy tale or fairy story and fable as the types of narrative text.

a. Definition of Fairy Tale

Definition of fairy tale is explained by Rukiyah (2018 as cited in Sayer et al., 2018) that fairy tale is a familiar story about a world of fairies.

Suhardi et al. (2023) adds that fairy tales is only a fiction, which is unreal in this world, and only used to amuse the readers. Furthermore, Sayer et al. (2018) stated that fairy tale is also beneficial to give an advice.

b. Definition of Fable

According to Izzah et al. (2023, as cited in Salwa et al., 2024), fable story is a story that tells about the animals' life, which the animals as the main character, and they are capable to act as a human namely speaking, thinking, or creating.

D. Media

According to M et al. (2023), media are the means that are utilized by the teachers to stimulate students' interest, thoughts, and also attention in the process of teaching and learning, so the students can be more motivated to learn. Furthermore, they explain that media are more appropriate tools to convey the learning materials compared to other methods, such as reading activity. This indicated that media play a crucial role in making learning more interesting and effective. In line with this, instructional media are defined as tools used to deliver messages from teachers to students in an organized way in order to achieve learning objectives effectively (Haryudin & Aisyah, 2020)

Moreover, instructional media have important functions in increasing students' motivation, engagement, and participation during the learning process. The use of media can create a more interactive and meaningful learning environment, especially when students are exposed to visual and audio elements. Media also make the students understand the material easier. According to Cahyadi (2019),

appropriate instructional media can improve teaching effectiveness and support better learning outcomes.

In addition, Sudarmo et al. (2021), stated that media can be classified into several types, such as printed, audio, and audio-visual media, including the devices used to support them. Each type of media has its own characteristics and advantages in the learning process. For example, audio-visual media such as videos combine sound, images, and motion, which can attract students' attention and improve their understanding more effectively. According to Richard E. Mayer (2017), multimedia learning that integrates words and pictures can enhance students' understanding if it was designed properly.

E. Animated Video from The English Fairy Tales YouTube Channel

According to Wang et al. (2021, as cited in M et al., 2023), an animated video is a picture's movement in a particular duration that is accompanied by sounds, the sound can be a conversation or a supporting sound to give a deeper effect or impression to the picture's movement that is being showed.

English Fairy Tales is the name of YouTube channel from Uni Emirat Arab. Start to join in YouTube since June 6th 2016. This channel provides English fairy tales stories that have been published as the animated video. Animated videos that are provided in this channel have duration about 7-18 minutes per video. So far (May 3rd 2025), this channel has uploaded 775 videos. The video that has been uploaded is never same with the previous video. In other words, this channel always serves different fairy tale video. Every video contains English subtitles so it can ease the one who is watching the video if they are less capable to listen to the pronunciations in the video clearly. In conclusion, the animated video in the English

Fairy Tales YouTube channel is the animated video that is served by the English Fairy Tales' YouTube channel. The following are some of the videos from this channel:

1. The Miracle Garden
2. Werewolf
3. Too Much
4. The Missing Princess
5. The Lonely Princess
6. The Midnight Library
7. Love of The Sea Princess
8. The Porcelain Princess
9. The Poisoned Princess
10. Princess's Magic Tears
11. The Flower Princess
12. The Gigantic Turnip
13. The Donkey Prince
14. The Cursed Prince
15. Papa Panov's Special Christmas
16. King of Golden Mountain
17. Ballerina Princess
18. The Magic Swan
19. The Twin Souls
20. The Stepmother's Excile

F. Picture Series

According to Sari et al. (2024), picture series is pictures that serve a sequence of story. Furthermore, picture series is some pictures that contain a chronological story from one picture to the other picture. This means that each picture is connected and contributed to the development of the story. Therefore, picture series can be understood as a sequence of related images that form a particular story. It can be concluded that the picture series is sequence of pictures that are related to each other to make a particular story.

Moreover, picture series has an important function in supporting students' writing skills. The visual representation of events provides students clues that help them generate and organize ideas when writing. Picture series also stimulate students' imagination and encourage them to participate more actively in the learning process. It was supported by research results showing that picture series can improve students' engagement and help them develop their ideas more effective in writing (Erniwati et al., 2019).

Furthermore, according to (Roisah & Aminah, 2016), picture series make the students become more active and motivated during the learning process because the visual images help them understand the sequence of events. In addition, picture series also reduces the students' difficulties in starting their writing and supports them in arranging ideas.

G. Previous Studies

There are some previous studies related to the effect of animated video on the students' writing skills:

The first is entitled “The Utilization of Animation Video in Narrative Text Writing Class: An Exploration of Students’ Perceptions” studied by M. H. Siregar (2021). This research is aimed “to describe the students’ perceptions on utilizing animation video in English writing class focusing on narrative text” and studied by using case study design. The result shows that the animation video is effective to boost the students’ writing skill.

The second is entitled “Enhancing Students’ Writing Ability of Narrative Using Animation Video” studied by Albiansyah et al. (2021). This research is aimed “to find out whether the use of animation video is more effective than the use of conventional technique (question-answer) toward students’ writing skill of narrative text” and studied by using experimental research design. The result shows that the use of animation video has greater effect on toward the students’ writing skill.

The third is entitled “The Effectiveness of Animated Video Towards Students’ Ability in Writing Narrative Text” studied by Azzahra & Gumilang (2022). This research is intended “to know students’ ability in writing narrative if there is significant different before and after being taught using animated video in second grade students at SMKN 1 Rejotangan” and studied using a pre-experimental research design. The result shows that animated video helps students write better in the teaching and learning process.

The fourth is entitled “The Effect of Using Animation Video on Students’ Writing Skills” studied by Mazmurrini. et al. (2023). This research is aimed “to answer the problem whether animated video improve students’ writing skill in understanding text structures, determining ideas in story text, organizing content in

stories, and using vocabulary and grammar in narrative texts in the first grade of SMAN 4 Kediri” and studied by using experimental research design. The result shows that the animated video is effective in improving the students’ writing skill.

The fifth is entitled “Improving Students Writing Skills Explanation Text Using Animated Video” studied by Puspita et al. (2023). The goal of this research is “to find out whether the animated video used can help students improve their explanation text writing skills and see the differences in students’ abilities before and after using animated videos in Indonesian language learning” and studied by using descriptive research method. The result shows that the animated video is useful to improve the students’ writing skills

The specific distinction between this research and the previous research is in the source of the animated video. In the previous studies, the researchers never explained specifically whose animated videos that are used to treat the students’ writing skills, which is it can stimulate confusion to the readers who want to get about this information. While in this study, the researcher states clearly the source of the animated video that is studied, namely animated video from the English Fairy Tales YouTube’s channel.