CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature. It discusses writing, narrative text, short animated video, and ppt-slide.

A. Writing

1) Definition of Writing

Writing plays an important role in learning English. Writing is a way to pour out whatever is in someone's mind such as ideas, feelings, and opinions. Someone tries to convey ideas into English in writing by following the ability of coherence and reasonable accuracy. When the writing process takes place, students can express feelings, ideas, opinions, or experiences that will be developed again in writing. Not only the process of expressing what is happening, but also the compilation of ideas into words, phrases, clauses, or sentences to be developed into whole paragraphs so that the final writing will be read and understanding by the readers (Sari, 2014). Besides, writing is defined as a process of finding ways in which to induce results from activities of thinking, uniting ideas, and expressing them (Ismail, 2011).

Writing is a communication activity, sharing information, a way of sharing observation, ideas with ourselves or with others. Everyone has a specific purpose in writing. For students, writing can be defined as a way to express themselves and additionally to apply their English. In writing,

the writer ought to make simply writing to create the reader will easily understand the content (Ariningsih, 2010).

Writing is a combination of process and product of discovering ideas, putting them on paper, and working with them till they are given in a manner that is polished and understandable to the reader from some definition before, writing is a system of human communication which represents a symbol (Linse, 2005). From the definition above, it can be concluded that writing is one of the most necessary skills to be owned and mastered by students. Writing is a communication activity for the writer and the reader, and a way of sharing information.

2) The Purposes of Writing

Siregar (2016), states that writing focuses on many objectives. The first is to inform. The purpose of writing is to provide various information to the reader. This writing is employed to reveal evidence and facts about the event. These writers can try to inform accurately and impartially on one side. Writing for information purposes can be in the form of a report. The second is to entertain. The purpose of writing is to entertain which will be combined with many different purposes similar to explain or give information with a funny delivery. However, the main purpose of this writing is to entertain given within the form of short humorous stories, jokes, newspapers, television scripts, and others. The third is to illustrate. The arrangement of writing aimed at describing is termed descriptive purpose. The things described in the form of places, objects, people,

moments, experiences, and theories well assist the reader describes a story about what is being written by the writer. By using the five human senses, without the writer telling them what they wrote, the reader can feel the contained in the writing. It is as if the reader is included in the story. The last is to persuade. This purpose is employed to influence the reader to participate in what is expected by the writer. The writer hopes the reader does something that is conveyed.

3) Process of Writing

Writing is a creative process because it is a process of expressing thoughts and insights. The writing process has four main stages, namely planning, drafting, editing, and final version.

- **Planning**. A plan is an arrangement for doing something. The planning stage is important because at this stage the ideas in the writing process have been positioned. This may involve taking detailed notes.

- **Drafting**. The first version of writing is a draft. Drafting is the process of guiding all the ideas and ideas generated in the plan. Editing is required at this stage to check the text. For example, the teacher asks students to make a concept story about Malin Kundang. Then, ask students to write down the general structure of the story about Malin Kundang.

- **Editing**. At this stage, students must edit or revise the draft that has been written. After the student completes the draft, they will usually read what they wrote whether it is ambiguous or confusing.

- **Last version**. The final version is the final product of writing. After students edit the draft if necessary make changes elsewhere to produce the final version. This may look very different from the original plan and first draft, as much of the content may have been changed during the editing process.

From the explanation above, it can be assumed that the writing process must have four basic stages of writing, namely planning, drafting, editing, and the final version. Therefore, students must master all stages of the writing process to write well.

4) Teaching Writing

Many techniques can be applied to teach writing. Sometimes this technique is also supported by using several media such as video games, songs, and music as well as picture series. This is explained as follows.

Using video games. Bing (2013) identified that video games are a way to teach writing. Teaching writing using video game techniques is writing a pre-experience journal. An example of activity using video games that asks students to play video games for about three weeks. For three weeks, students wrote about their experiences of playing video games. After three weeks, students asked the same questions as the previous study to measure improvement in writing. Finally, students write

a final journal entry to share their experiences with the game and their opinions on their writing skills.

Using song and music. Mishan (2005) clarifies that songs and music are ways to teach writing. Teaching writing with song and music techniques is a memory activity. Songs and music are very useful because with songs and music students can be more interested in the learning process. In addition, this is an example of an activity using songs and music. By listening to music in a second language, students can remember more about vocabulary and students can apply vocabulary in communication activities such as writing skills and speaking skills. Therefore, using songs and music helps students in the writing process because they remember a lot of vocabulary in songs and music.

Using picture series. Gutiérrez, Puello, & Galvis (2015) shows that picture series is a way to teach writing. Teaching writing by picture series technique is a descriptive activity. Examples of activities using picture series are: first, students read the text and identify the elements in the picture to get verbs, adjectives, nouns, and characters, among others. Second, students brainstorm vocabulary (verbs, nouns, adjectives, and conjunctions) that will be used by observing a series of pictures. Third, students organize and plan what they will write. So, with all the data, students have to write a draft.

From the media mentioned above, the researcher used the technique of short animated videos. This study focuses on students'

narrative writing skills by using short animated videos to determine the effectiveness of this media in teaching writing.

B. NARRATIVE TEXT

1) Definition of Narrative Text

Narrative text is a text that tells an imaginative story to entertain the readers. Dymock (2007) identified that narrative is a story. This means that a narrative is a story usually about 'what happened' and who did what to whom and why. In addition, narrative texts usually describe a series of events chronologically (Pumamawati, 2011). In other words, narrative text is a story about a complicated or problematic event and tries to find a solution to that problem. Therefore, narrative is a complex story about a person or group of people reacting to experiences, exploring social or cultural values to get and keep the attention of the reader or audience of the story.

2) Types of Narrative Text

Narrative Text is the retelling of a story. According to Avraamidou and Osborne (2010), narratives describe not only humans but also narrative stories of plants or animals as the subject. The types of narratives are described below.

First, fables are narrative texts which tell that animals behave like humans. Second, fairy tales are a kind of narrative text whose stories are fantastic and full of magic. Third, myth is a kind of narrative text, the events it tells are not real stories, but fictional stories. Fourth, romance is

the most popular type of narrative text because it tells a romantic story. Fifth, legends tell an unforgettable history for everyone in the world. Lastly, personal experience is a narrative text that tells our experience and then writes a story in the past.

Based on the types of narrative texts above, the researcher uses the genre of the legend story with the title of the story "Legend of Lake Toba" and "Malin Kundang". The researcher asked the students to make a paragraph related to the topic.

3) Functions of Narrative Text

Narrative text has many functions in teaching. Its function is that narrative texts will make school chemistry, including narrative texts a useful tool for communication, and narrative texts can also be used to retell certain stories (Avraamidou and Osborne 2010, p. 1702). These functions are described here.

First, narrative texts will make school chemistry more meaningful for students in classroom activities. This is because the narrative text tells an imaginative and interesting story. This means that narrative text is suitable for students who are learning to write.

Second, narrative texts can not only be a useful tool in the hands of the teacher, but also a useful tool for students as well as a means of conveying their understanding of a particular story or experience. Therefore, students must remember stories or past experiences. So it is very interesting for students to remember it.

Lastly, the function of narrative text is to retell some stories from our lives. So that students can find out some experiences in the past. Students also find new ideas and develop their ideas. In addition, narratives not only from books or texts but in our experience can be used and make chemistry more meaningful in the learning process for students. So, it is easier for students to learn to write.

As a result, the function of narrative text allows students to be more imaginative to think of new ideas and can develop their ideas. Thus, students are more creative in writing activities.

4) Generic Structure of Narrative Text

In the writing process, the generic structure is important for writing something because it is a guideline to help students achieve perfect writing results. Fitriana (2011) explains that the generic structure of narrative text has three steps, namely orientation, complication, and resolution. The following are the steps to make a narrative text.

Orientation. It is about the opening paragraph, where and when the story takes place and introduces the participants to the story, who, and what is involved in the story. So this orientation tells the audience who the characters in the story, where the story takes place, and what actions take place.

Complications. This is the beginning of the problem that leads to the crisis (climax) of the main participants. This is a series of complications or in which problems in the story develop.

Resolution. Where the problems in the story are solved. Problems can be resolved for better or worse by being happy or unhappy. So, the resolution is the result or outcome of the problem. This is the end of the story.

5) Language Features of Narrative Text

Narrative text also has language features. According to Fitriana (2011), the linguistic characteristics of narrative texts are using the simple past tense and using adverbs to indicate the time and place at the beginning of the sentence such as a long time ago, or once. In addition, by using conjunctions and conjunctions of time for the sequence of events, the main participants are humans or sometimes animals with human characteristics and the dialogue often involves actors. On the other hand, Gerot (1994) explains that the grammatical features of narratives focus on specific and usually individual participants, using the past tense, material verbs, relational processes, temporal conjunctions, and temporal conditions.

This shows that the linguistic elements in the narrative text use the simple past tense, temporal conjunction, and material verbs or adverbs. In addition, language features focus on specific participants, temporal conditions and include the dialogues of the actors.

C. SHORT ANIMATED VIDEOS

1) Definition of Short Animated Videos

Short animated videos are fun animations. This is because animated video is a type of video that involves sound, recording a series of images, or manipulating animate objects in one frame at a time (Yatimah, 2013). This means that animated video is a medium of interest because it has components that can help students in language learning. This is supported by Morisson & Tveresky (2002), animation has involved other aspects of communication situations, especially interactivity which is known to be beneficial for students themselves.

The researcher used an animated video with the title "The Legend of Lake Toba" and the story "Malin Kundang". Because this legend is familiar to students. The researcher used short video animations because sequences of authentic video documents such as sitcoms, feature films, or documentaries expected students to be interested in other parts of the video. This is in line with Stempleski (2002) as quoted in the short film Richards & Renandya (2002) using video segments of 3 to 5 minutes in length and systematically rather than playing long sequences. This is likely to result in less active viewing on the part of the students. Thus, short video animation is a new alternative media in the academic environment because it has many aspects that can encourage students to enjoy and be enthusiastic about learning.

2) Components of Short Animated Videos

Short animated videos have important components that must be included in animated videos. Westfahl (2014) identifies that it is supported by the oldest work of literary criticism, Aristotle's Poetics. These components are plot, character, thought, diction, song, and spectacle.

Plots. An animated video has the right plot. A narrative has a beginning, middle, and end to include in the animated story. As Aristotle's defined it, a narrative with dynamics such as increasing action leading to a climax, a narrative that may have subplots, multiple plots, or other complications. In animation, there may be little more than an initial definition of a situation followed by a series of recurring incidents. After that, it can be continued until the part reaches the appropriate length and stops.

Character. An animated video has several characters. That is, viewers get an authentic personality based on the video. Thus, with this media, it is easier for the audience to understand the personality of each character.

Thoughts. Animated videos must have a moral value in the story. Animated stories should not only focus on humor but should also provide moral value in the story. That's because stories are designed to communicate potentially important statements about people or everyday conditions.

Diction. Diction in animated videos serves to communicate authentic plots, authentic characters, and authentic themes. It can be communicated through words, narration, dialogue, or subtitles. Subtitles have a very important supporting role to clarify the words spoken by actors.

Song. Animations generally have songs. A song that helps in the performance can help clarify the story. Therefore, the song supports the character or story of the animation.

Listen. In this section, the animator creates a backstory concept to emphasize the story. The spectacle can provide a perception that can be understood by the audience regarding the story being seen. Moreover, Spectacle encourages the audience to more easily get the story from the film. As a result of Aristotle's concept and Westfahl's statement, these are six elements of animated video such as true plot, characters, thoughts, diction, song or music, and visual spectacle. All things, animated video elements are also present in animated videos. So, animated video is a more fun medium to use in the learning process.

3) Using Short Animated Videos

This study uses short animated videos as a media in learning to write. Video can also be used in the context of language learning to support a text (Mishan, 2005). The researcher uses narrative text in this research. That's because the narrative has the same story as the animated film. Harmer (2001) suggests that there are several advantages to using

video in the teaching and learning process. The first advantage is motivation because the video is the result of combining visual and audio. Then, videos can make students more creative in making teaching media as they watch. Therefore, video is good to use as a teaching media in writing.

In the process of writing, students must follow several activities that will be carried out. This is supported by Scrivener (2008), there are several ways to use short video animations in teaching students to write narratives, namely preview activities, viewing activities, and follow-up activities. These aspects are described here:

Activity preview. The teacher gives some instructions to the students before they start the activity. There are four characteristics in the preview activity. First, language focuses on lexis, the grammatical function that appears in the video. Second, students predict what will happen from some of the information or pictures are given. Then, students discuss topics that lead to or are related to the subject on the video. Finally, students study the worksheets they use when watching videos. So, based on its characteristics, students understand step by step what they are doing in this section such as focusing on lexis or grammar, guessing what happened, discussing topics, and studying the worksheets they have to complete.

View activities. The activities in this section require students to focus on function, grammar, lexis, or spelling. Students also focus on

gestures, facial expressions, or body language. This means that students must focus on all stages of the film so that students can write or review films using correct grammar, lexis, and spelling.

Follow-up activities. Students must follow each stage in the video. In this activity students must discuss, interpret, and personalize videos such as "What are you going to do?" Or "Has this ever happened to you?" For all stages of the activity, it can be concluded that students discuss with other people. Therefore, they learn a new language such as grammar, spelling, or new vocabulary by reviewing film stories and conversations. Thus, students can write sentences or paragraphs.

From the explanation above, the researcher concludes that preview activities, viewing activities, and follow-up activities are beneficial for students in narrative writing skills. Because the three activities have several steps that help students in the writing process. Examples are structures in the writing process such as grammar, lexis, or spelling and also identify the characteristics of actors in the film. In addition, students conduct discussions, interpretations, and personalization to review the story after watching the video.

D. **Powerpoint Slide**

1) **Definition of Powerpoint**

PowerPoint is part of the released MS Office Suite by Microsoft to create a presentation. This is easy to learn that provides tools for managing and editing text and graphics to build a better and more

effective presentation. PowerPoint has been used in many fields, especially in business and education where presentations provide an effective way to place convey a concept or idea to an audience.

There are various presentation creation tools available. PowerPoint is one of the most used because it is a very cost-effective tool. It's easy to learn and use. The presentation doesn't need to be limited to text only as images, animations, and other forms of multimedia can be easily added to the slides. PowerPoint provides standard tools for editing text and graphic content (D Voss, 2004). PowerPoint also provides for content modularity, where slides can be arranged in any order and can be repeated at any time (Gray D, 2008). Ease of distribution is also an important factor in the popularity of PowerPoint. Presentations can be converted to any standard format which can be easily shared online. PowerPoint presentations can also be viewed on the various platform using conversion and display tools.

2) **The advantages of Powerpoint**

Ozaslan & Maden (2013) concluded in their study that students learn better if the subject matter is presented through some visual tool. They also reported that teachers believed that PowerPoint presentations made the content more interesting. Therefore, they help them to attract students' attention. The results of Corbeil's study (2007) showed that students exposed to PowerPoint presentations liked them more than textbook presentations. He believes that students learn better when their

attention is captured through highlighting, colors, different fonts, and visual effects. PowerPoint presentations can be used to present new structures to students, practice, and drill, or to review the structure of language that has been taught. Stepp-Greany (2002) reported in her study, many benefits for students associated with the general use of technology in the classroom including increased motivation, improved self-concept, and mastery of basic skills, more student-centered learning, and engagement in the learning process.

Xianiming (2005, p. 119) states that PowerPoint presentations have three benefits, which are as follows:

- This helps the audience have a better understanding of the topic. Powerpoint presentations will make it easier for the audience to understand the topics, steps, and content to be discussed by viewing the displayed PowerPoint presentations.

- This helps the audience make connections between ideas. Powerpoint presentation slides are generally easier for large audiences to see when projected than other visual aids. Powerpoint is easy to create colorful, attractive designs using standard templates and themes, easy to modify when compared to other visual aids such as graphics, posters, or objects.

- Visual aids make presentations more professional, engaging, informative, and persuasive. To make a good presentation only place the important points on the outline slide; avoid using long sentences,

use keywords and phrases, use the right font, size, color, and background, avoid using animations that can be distracting, use graphics instead of charts and data.

3) The disadvantages of Powerpoint

Sanaki (2009) states that Powerpoint Presentations have the following drawbacks:

- Students who are too lazy and only read the text as shown on the slide.

- While a PowerPoint presentation can save time, placing too much information on a slide will reduce the audience's ability to retain the message conveyed by the report.

- Powerpoint presentations are less flexible using a PowerPoint presentation program you can create, format and edit slides before the presentation. However, it is not possible to edit or fill in the content and formatting of the slides during the presentation. If the slide contains errors can't edit it directly without exiting the PowerPoint presentation show.

E. Previous Studies

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

Fitriana (2011) conducted a study entitled *"Use of Animated Short Films to Improve Narrative Text Writing Skills for Class XI Students of SMA N 1 Teras"*. The purpose of this study is to identify how short animated films

can improve writing skills and to identify classroom situations when animated films are implemented in writing classes. This research was conducted at SMA N 1 Teras, Boyolali. The participants of this study were 38 students consisting of 27 female students and 11 male students. This study uses an action research design. The data collected in this study are qualitative and quantitative. The improvement of students' writing skills shows that students can explore ideas to write a story, can make longer paragraphs, can produce sentences with better construction, and minimize errors in English grammar.

Another previous study came from Ismaili (2013) who conducted a study entitled *"The Effectiveness of Using Film in EFL Classes: A Study Conducted at South East European University"*. The purpose of this study was to describe and analyze the effect of using films in the EFL classroom on the development of language competence and student performance in an academic environment. This research was conducted at South East European University in the academic year 2011/2012. The participants in this study were students of pre-middle and middle level, aged 18-25. The study was conducted on a sample of two groups: experimental and control groups. The results showed that there was a significant difference between the experimental and control group students on integrated skills using videos that were incorporated in the teaching materials. The study concluded that films caught students' attention, presenting language in a more natural way found in textbooks. Thus, films are more important to offer visual context aids that help students understand and improve their learning skills.

The last previous study from Ouda (2012) conducted a study entitled *"The Effect of Using Animation on Attitudes and Understanding of Students in Grade 6 Short Stories in Gaza State Schools"*. This study investigates the effectiveness of animated films in developing the reading comprehension skills of sixth graders in Gaza in particular scanning, skimming, and short story inference. The study sample consisted of 62 female students from the Jaffer Ibn Abi Taleb School in Gaza. This study uses an experimental design. The experiment lasted for 6 weeks. The tool used to collect data is the achievement test before and after. These results reflect the effectiveness of using animated films in developing reading comprehension skills. In addition, strategy training alone is useful but the rate of progress is not significant and traditional methods are not very effective in that regard.

This research, which was conducted at SMA Negeri 2 Kediri, has several differences from the research of Fitriana, Ismaili, Ouda. First, this study aims to identify the effectiveness of using short video animation to provide significant differences in students' narrative writing skills before and after treatment. Second, this study uses a quasi-experimental design. The researcher held five meetings in about one month. The researcher used two classes consisting of 28 students (experimental group) and 28 students (control group) and this study used quantitative methods. The last difference, in the results, the researcher needs to look at the effectiveness of short video animations on students' narrative writing skills.

In addition, from some of the differences above, there are similarities between Fitriana, Ismaili, Ouda's research, and this research is similar to using video as a technique in the teaching and learning process. The researcher also wants to use short video animations in this study. However, the researcher focused on the effectiveness of using short animated videos on students' narrative writing skills.