

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describes about the definition of writing, process of writing, teaching writing in Senior High School, problem in teaching writing, definitions of narrative text, and example of narrative text, definitions of animated video, advantages of animated video, disadvantages of animated video, definitions of picture series, advantages of picture series, disadvantages of picture series, previous study.

A. Writing

This section discusses about definitions of writing, process of writing, teaching writing in Senior High School, problem in teaching writing.

1. Definitions of Writing

Writing is the spiritual task of inventing ideas, thinking of the easiest way to make them accurate, and organizing them into statements and paragraphs that are easy for the reader to understand. The author should choose the most effective form of his or her shopping list, notes, researcher essay, singular, and poetry. Each of these types of writing includes a unique level of the complex, depending on its purposes. And writing is additionally practical and productive. The author imagines, organizes, masters, edits and re-reads. This product of writing is commonly cyclical and sometimes disorderly” According to Nunan (2003: 88) as referenced by Purba (2018: 28).

According to Sulfarida's citation of Hedge (2000). According to A, et.al. (2017), writing is a gradual process that includes stages such as goal setting, idea generation, and organization. As a result, students must follow a process, practice,

and follow a few stages in order to be able to write and become competent writers. Writing is an activity that can be usefully prepared for by adding the opposite abilities of listening, speaking, and reading, according to Nation (2009:113), as referenced by Adnan (2020).

2. Process of Writing

When we write something, we need some process for writing our idea to paper or other media. Thus, based on Zemach and Rumisek(2005:3) writing have some process, there are some process: first, Pre-writing. The first stage in pre-writing is to choose a topic. Your teacher offers you a specific task or some ideas for what to write about before you start writing. Step two is to collect ideas. If you have a topic, think about what to write about that topic. Step three is organization, this step should be select the ideas you want to use and where you want to use them.

Second, there is one step in drawing. It's a write. Complete paragraphs and essays from beginning to end. Make a list of your thoughts and organizations. Finally, there are reviews and modifications, as well as structural and content reviews. Examine what you've written. Read your text out loud to a friend or silently to yourself. Find a place to add more information and check for any unwanted information. Learning to express your opinion about someone else's writing will help you verify by yourself.

Revisions to the structure and content are made in the fourth step of the rewriting process. Rewrite the text, improving its structure and content, using the notion from step five. It's possible that you'll need to clarify something or provide

more information. To make the text more coherent, you may need to rearrange your arrangement. You may use fifth to modify both.

Then, doing Proofread. Read your textual content again, due to the fact that is time to test your spelling and grammar and reflect on consideration on the phrases you've got selected to use. And last, make very last corrections. Check which you have corrected the mistakes you located in steps 5 and 6 and make another modifications you need to make.

Then researcher revising their assignment will use Scoring Rubric by Jacobs et.al's(1981) to know students achievement in their writing:

SCORE	LEVEL	CRITERIA
CONTENT	30-27	Excelent to very good
	26-22	Good to average
	21-17	Fair to poor
	16-13	Very poor
ORGANIZATION	20-18	Excelent to very good
	17-14	Good to average
	13-10	Fair to poor
	9-7	Very poor
VOCABULARY	20-18	Excelent to very good
	17-14	Good to average
	13-10	Fair to poor
	9-7	Very poor
LANGUAGE USE	25-22	Excelent to very good
	21-18	Good to average
	17-11	Fair to poor
	10-5	Very poor
MECHANICS	5	Excelent to very good
	4	Good to average
	3	Fair to poor
	2	Very poor
TOTAL SCORE	100	

3. Teaching Writing in Senior High School

It's more complicated than that to teach writing. As a result, Brown (2001: 335) writes when he claims that "swimming is distinct from speaking like walking," as reported by Ahlsén and Lundh (2007: 4). The importance of

pedagogy cannot be overstated. Writing is an activity that a writer engages in in order to express his ideas. Harmer (1988: 41-42) states, "To call attention to these traits in teaching and learning to write to students." Students are aware of these flaws, such as layout issues or the language utilized to conduct specific textual operations, regardless of how they are regarded. It is critical to be aware.

Second, students must be motivated and provoked. Especially in creative writing assignments, students frequently find themselves at a loss for words. This is a location where teachers may assist students by igniting their imaginations, convincing them of the importance of their responsibilities, and convincing them of how much fun it is. Students, for example, can obtain fast support if they get stuck if a teacher comes to class with a prepared idea rather of having to think about it on the spot. There is no time lost in coming up with fun and engaging strategies to entice students to participate in a writing assignment. As a warm-up before writing, students are encouraged to complete an assignment on the board or piece together a jumble of words. Before you begin writing, you may be requested to exchange "virtual" emails or discuss ideas. Teachers can provide students the words they need to begin writing activities to move them from time to time.

The third factor is support, which is linked to motivation and the teacher's stimulating role. Students require a great deal of assistance and validation as they begin to use both ideas and the methods to put them into action. Teachers must be enthusiastic about student writing in class, available at all times (except for exam writing, of course), and ready to assist students in overcoming obstacles.

Fourth, there are reactions. There are two types of reactions to a student's work: reaction and appraisal. When answering, we work together to respond to the

work's substance and organization, and we frequently (but not always) provide suggestions for improvement. When dealing with a student's work at different stages of design, it is not graded or judged as a finished product. Tell the students that everything is going nicely so far.

2.1 Table of *Kompetensi Dasar*

<p>3.8 <i>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.</i></p> <p>4.8 <i>Menangkap dan menafsirkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.</i></p>
--

4. Problems in Teaching Writing

There are a few things that teachers should be aware of before beginning to teach writing. His work, based on Westwood (2008: 6062), discusses some of the issues that arise in writing classes. Before beginning to write, the first problem writer spends a lot of time thinking and planning ideas. One of the reasons why some students struggle to write is a lack of planning, as well as why their thoughts are not presented in a logical order or in adequate detail (Hess & Wheldall, 1999; Saddler & Graham, 2007).

The second issue is that authors are frequently hesitant to go back over the first draft to revise, edit, and improve it. From the early conception of an idea to the first draft of the writing, to the subsequent editing and modification to generate the final product (Hess & Wheldall, 1999; Saddler & Graham, 2007), effective writing usually entails a sequence of phases. Students must understand the order in which they should plan, create, revise, and publish their work. Students must also be given numerous opportunities to walk through the stage and get comments. Students engage with professors and peers in a process-oriented

manner to gain feedback and suggestions on their work in progress. Students with learning difficulties, according to Wojasinski and Smith (2002), are hesitant to go through the process writing phases and prefer to write quickly to get the job done. They also indicate that when weak writers are actively directed through the stage with a lot of encouragement from teachers, their results are always better.

The third problem is writers who have spelling and grammar issues. It's not easy to learn to spell in a language like English, and many students struggle to determine the correct spelling of the words they wish to use in their sentences (Saddler, 2006; Thomson & Snow, 2002). For most people, English grammar is challenging since it must be adjusted to the current context, and many students struggle to locate the correct syntax for the words they wish to use in their sentences. This is due to the difficulty in distinguishing between the tenses used in various contexts.

B. Definition of Narrative text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2), who were quoted by Anugrah (2020), a narrative is a type of text whose objective is to amuse or entertain while dealing with real/imaginative situations in various ways. Narrative lyrics are typically used to tell a true or imagined story. Novels, short stories, folk tales, legends, fairy tales, vacations, and the story of our wonderful time are only a few examples.

Furthermore, according to Anderson (2003), as cited by Defrioka (2014), a story is a text that tells a story and there by entertains the audience. It has personality, style, and motion. The story's characters, place, and problem are

usually introduced at the start. The issue reaches its pinnacle in the middle. The conclusion resolves the issue.

Narrative text is used to amuse or entertain readers while also informing them about a story. Orientation, complication resolution, and reorientation are the generic structures (optional). The use of the past, action verbs, and a chronological order are all dominant language elements Lismayani (2020).

Furthermore, Lismayani (2020) Typically, narrative writing is classified as fiction since it is based on imagined events or stories that did not occur. Lismayani (2020, p.12) said, the narrative text has a separate genre of writing known as non-fiction, in which the writing is stated to be based on true events.

Example of Narrative Text:

Title	THE LEGEND OF MALIN KUNDANG
Orientation	<p>Malin Kundang and her son resided in a little village near the beach in West Sumatra many years ago. Because Malin Kundang's father died when he was a baby, he and his mother had to work hard. Malin Kundang was a robust, healthy, and diligent young man. He went out to sea to catch fish most of the time. He would either bring the caught fish to his mother or sell it in the town after catching it.</p>
Complications	<p>Malin Kundang was sailing one day when he came across a merchant ship being raided by a crew of pirates. Malin Kundang's bravery assisted the merchant in defeating the pirates. Malin Kundang was allowed to sail with the merchant as a thank you. Malin Kundang accepted, hoping for a better future. He abandoned his mum.</p> <p>Malin Kundang became wealthy several years later. He possessed a large ship with a large crew that loaded trading items. He was also married to a lovely lady. His ship landed on a coast near a little settlement when he was sailing on his trading voyage. It was Malin Kundang, a local lad, who was recognized by the locals. "Malin Kundang has gotten wealthy, and now he is here," the</p>

	news spread quickly across the village.
Resolution	Malin Kundang's mother, an elderly woman, dashed to the beach to meet the new wealthy businessman. She wanted to hug him to relieve her loneliness after such a long period. Malin Kundang, who was with his beautiful wife and ship personnel when his mother approached him, disputed that she was his mother. Malin Kundang had been pleading with her to look at her and accept that she was her mother. But he kept yelling at her and refusing to do it. "Enough, old woman!" Malin Kundang finally said. I've never known a mother like you, a filthy, unattractive creature!" He then ordered his sailors to take sail in order to abandon the old woman, who was unhappy and angry at the time.
Re-orientation	Finally, outraged, she cursed Malin Kundang, threatening to turn him into a stone unless he apologized to her. Malin Kundang simply laughed and sailed away. Suddenly, a thunderstorm erupted in the calm sea, destroying his massive ship. He was exiled to a tiny island. He had turned into a stone, and it was too late for him to evade his curse.

(Adapted from English Book/Kementerian Pendidikan dan Kebudayaan Edisi Revisi, 2017)

C. Animated Video

This section discusses about definitions of animated video, advantages of animated video, and disadvantages of animated video.

1. Definitions of Animated Video

Animated Video is a term used to describe a video that has been animated. "Animated video consists of a sequence of photos, images, or computer images of minor movements of objects or images," according to Sharon et al (2007:311), as quoted by Guparia (2018:81). Furthermore, Guparia claims In an animated video, an object is seen in one frame and then moved a short distance.

Video is described as digitally recorded content with sound and motion that may be stored or streamed to a number of devices and can be stored or presented live (Woolfitt: 2015). "It may or may not have the professor visible and can contain an animated film, or a demonstration," Woolfitt adds. "Video is being used in teaching in many different ways, from lecture capture," according to (Filius & Lam, 2009), as referenced by Woolfitt (2015).

Animation is a technique in which the film maker provides motion to otherwise inanimate objects, according to Heinich, et.al as referenced by Mardianti (2018). "A video is becoming an increasingly popular medium in teaching English," Chyntia adds, "and there are movies, videos, and cartoons that can be used in listening activities in the EFL classroom."

2. Advantages of Animated Video

According to Khafidoh (2015), there are several advantages to using video animation, including: Moving images have a clear advantage over still graphics in expressing concepts when motion is critical to mastering (such as psychomotor skills). Video animations are frequently used in demonstrations.

Students with visual learning styles will benefit greatly from studying and use video animation. They will quickly remember knowledge. Technology has enabled us to readily push various video animations throughout a specific topic or subject, in this case, training students' listening skills, which is offered by the internet.

3. Disadvantages of Animated Video

According to Khafidoh (2015), there are additional drawbacks to using video animation, such as the fact that it is frequently paused for debate, which

is not normally done in group showings. According to Khafidoh, because the program moves at such a rapid pace, some viewers may become disoriented, while others wait excitedly for the next point. When using video animation to teach listening, the school must have suitable facilities. It is also necessary to have a projector, a speaker, and other supporting equipment. Video animation can consume a lot of bandwidth and take a long time to load. When a video animation is generated that does not meet the standards of high-quality video, it is typically distracting rather than helpful.

D. Pictures Series

This section discusses about definitions of pictures series, advantages of pictures series, and disadvantages of pictures series.

1. Definitions of Pictures Series

Pictures are drawings, posters, presentations, cartoons, magazine adverts, diagrams, graphs, tables, charts, and maps can all be useful teaching tools when it comes to teaching writing (Raimes: 1983, p. 27). Raimes goes on to say that pictures give the students in the class a shared experience, a common ground from which a variety of linguistic activities can be constructed. According to Wright, images are particularly important in helping students relate experiences or grasp something because they can portray place, item, people, and other things (1989).

Images series such as cartoon strips and instruction strips, according to Wright (2004), as cited by Rohmah, can be utilized to not only contextualize a tale or description's process, but also to stimulate and guide students in writing. A picture series, according to Rohmah (2017), is a collection of images or a

sequence of images used to turn students' abstract ideas into visual notions obtained from the images.

2. Advantages of Pictures Series

There are also limitations to employing image series, according to Risdayanti(2020), which include the ability to inspire expression, enhance knowledge, provide spice and diversity to the verbal instruction, and provide possibilities for solo or group study. The most significant contribution a picture can make is to aid a student's understanding of a larger context made up of visuals. And the graphic depicts the procedure step by step, and photographs not only provide representations of truth, but they can also be used as a fun element in the classroom.

3. Disadvantages of Pictures Series

The disadvantages of using pictures series, according to Venon, as reported by Rusrianti(2017), are that the size and distance are frequently distorted. Furthermore, the lack of color in certain picture series limits or unclear the picture series. It prevents students from catching the information in the picture series.

E. Previous Study

This study uses two class groups, one for the experimental group and the other for the control group. Aprilia (2017) did an experiment employing animated video as a media in learning narrative writing. The goal of her study a teaching technique to help students write narrative texts using short animated videos using an experimental methodology. Data analysis, which comes last before making conclusions, is used to test the hypothesis that was presented during the data

processing step. As a result, data analysis approaches are aimed at answering the issue formulation or testing the hypothesis that has been proposed in the proposal. The outcomes of the pretest and posttest data were analyzed using ANCOVA with SPSS for hypothesis testing.

The following study by Pensih (2019), aims to show the effectiveness of using animated movies in students' narrative writing using a quasi-experimental methodology. This study employed a test technique (pre-test and post-test) as well as documentation to collect data. The outcomes of the pretest and posttest data were analyzed using ANCOVA with SPSS for hypothesis testing.

According to Sari (2017), the control class receives treatment utilizing pictures as media in learning how to write a narrative text using a quasi-experimental method. This study used a test technique (pre-test, treatment, and post-test) as well as documentation to collect data. The researcher's data analysis then calculates the test using ANCOVA with SPSS to see if there was a significant difference between the experimental and control groups. Data analysis approaches, according to the researcher, are aimed at answering the problem formulation or testing the hypothesis that has been made in her thesis.