

## **CHAPTER II**

### **RIVIEW OF RELATED LITERATURE**

In this chapter present review of related literature. Furthermore, this chapter describes about the definition of writing, process of writing, definition of teaching writing, teaching writing in Senior High School, definition of narrative text, generic structure of narrative text, language featured of narrative text, definitions of animated video, advantages and disadvantages of animated video, definitions of picture series, advantages and disadvantages of picture series, previous study.

#### **A. Writing**

This section discusses about definitions of writing and process of writing.

##### **1. Definition of Writing**

Writing is one of the most important forms of communication in the modern world. According to Tahriri (2014) explain that writing can be done through traditional methods such as paper and pencil, or modern methods such as email. As a communicative activity, writing needs to be learned and developed throughout the language learning process, as pointed out by (Celce-Murcia, 2001).

In order to fully understand writing, it is important to know that it consists of four behaviors, including generating creative writing ideas, thinking about writing, writing words, and editing manuscripts, as noted by (Calkin, 2018). Writing is a means of conveying thoughts and emotions from the writer's mind in written form. However, writing in a foreign language can be a challenge that requires a lot of effort and practice. Despite the challenges, writing not only

facilitates interactions and transactions but also provides opportunities for students to study abroad, as discussed by (Wulandari, 2021).

When it comes to writing, an author must put in great effort to explore and manage their ideas. Arta (2019) highlights that writing is an effective means of conveying the author's ideas. Writing comprises many elements, such as content, organization, originality, style, fluency, accuracy, and the appropriate use of rhetorical discourse, as suggested by (Richards and Renandya, 2002).

## **2. The Process of Writing**

The writing process consists of four main steps. Create your ideas in the first step and organize them in the second step. The third step is to create a rough draft. The final step is to refine the rough draft with editing and corrections (Oshima, 2007). Writing is never a one-step act. Writing as a productive skill requires a process (Harmer, 2007). This method requires the writer to write in stages. The stages a writer goes through to produce anything (a written text) before there is a final draft are known as the writing process. Planning, drafting, writing, and revising are the four steps in the writing process.

### **1. Planning**

The objective, the reader (audience), and the content structure are the three primary considerations for authors at this stage. The intent behind the writing impacts not only the genre of the text, the language used, and the material that the author chooses to include. Second, the writer must take into account that the audience is not simply impacted by the writing's form (such as how a paragraph is organized). Third, writers must take the work's content

structure into account. As a result, authors must think carefully about how to present a fact, idea, or argument in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader (Manser, 2006).

## 2. Drafting and Writing

This is the first draft of the work. After thinking about your topic and making the necessary pre-phrasing, the next step in the writing process is to write a paragraph. As you write the first draft of the paragraph, use the thoughts you have as you write them as a guide. According to Graves, there are two activities or phases of drafting and writing, such as writing and refining a paragraph and focusing on conveying meaning.

## 3. Revising

Harmer (2004) explained that once the first draft is complete, authors should look for ways to improve it. This step is called revision. Many students believe that review means correcting grammar, spelling, and mechanics. These things are important, but the overhaul is mainly to make the idea clearer. When revising, the author may need to delete sentences, paragraphs, or even pages, or add sentences, paragraphs, or even pages to clarify the text. A draft is just an attempt, a revised version is an attempt to understand what is written.

## **B. Teaching Writing**

Teaching writing is not a simple be counted, a teacher needs to concern with a few principles for teaching writing to reap the desire of coaching and gaining knowledge of the process. In line with Williams (2003), a vital component of teaching writing is helping students to be able to remember the fact that writing is a social movement and their writing could be meant to study by way of others. in the teaching of writing, the teacher is anticipated to present many possibilities for the students to practice and produce the texts. Method that trainers ought to create situations wherein the scholars can practice and convey the textual content with high motivation and hobby. The teacher additionally ought to arrange the teaching and learning techniques so one can help the scholars apprehend how to write properly.

Teaching is about explaining a subject, supporting students, and setting the stage for learning outside the classroom. Moreover, teachers and students are key components in the teaching and learning process in the classroom. Teaching writing is the act of teaching writing to students through processes and deliverables based on the school syllabus and curriculum. Based on the purpose of teaching writing, it can be divided into two categories. There is writing to learn and writing to write.

Teachers struggle to teach writing because students are usually less motivated to write. To solve this problem, teachers must motivate students to participate in class. Teachers must therefore have appropriate strategies for teaching writing.

According to Harmer (2004), writing for learning is a task that students write primarily to reinforce their learning of the grammar and vocabulary of a

language. When writing, students often spend more time thinking than when doing a direct oral activity. When writing, students need to focus on using the correct language while thinking while writing. Solving the problems that come to mind through writing can elicit language development. Because here students don't write to become better writers, they write to help them learn.

### **C. Teaching Writing in Senior High School**

According to Siswita and Hafizh (2014), teachers should use as engaging methods as possible to teach writing. Incorporating something interesting and new into the writing class will keep high school students from getting bored while studying. The first point in teaching high school writing is that teachers should consider the age of their students. It is possible to determine which strategy is correct for conveying the learning content to be taught to students. Brown (2001) pointed out that the period from childhood to adulthood is a transitional period of confusion, self-awareness, and the desire to change one's mind. Physical and emotional perceptions are hypersensitive. This allows students to participate in different communication contexts, especially when teaching or learning in a classroom

The second one is the 2013 curriculum that the improvement of the 2006 curriculum. distinctive among them is the 2013 curriculum offering a further wide variety of tutorial characteristics that are not listed inside the 2006 curriculum. Khoiriyah and Setyaningrum (2015) stated that the ok-13 have to fulfil 3 predominant additives of education along with understanding, abilities, and attitudes. This curriculum places a better priority than competency on skills and understanding.

The third component is support related to the teacher's motivation and stimulating role. Students need a lot of support and validation when starting to use both ideas and methods to implement them. Teachers must be passionate about students writing during class, be available at all times (except when writing exams, of course), and be proactive in helping students overcome obstacles.

Fourth, there are reactions. He has two types of reactions to student work. reaction and evaluation. In responding, we discuss the content and structure of the work together and often (but not always) offer suggestions for improvement. Student work at various stages of design will not be evaluated or judged as a finished product. Tell students that everything is going well so far.

**Table 2. 1 Standard Competency**

<b>Standard Competency</b>	<b>Standard Competency</b>
<i>3.8 membedakan fungsi sosial struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.</i>	<i>4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.</i>

#### **D. Problem in Teaching Writing**

Adas and Bakir (2013) found that students face several problems in writing. The first is to only use spellings of words that students know. Second, when writing sentences, students use only the present tense. Third, students become confused about creating the proper text structure and structuring the text correctly, making it difficult to understand the student's text. In addition, students do not communicate well with their peers, so they do not receive feedback on their texts. After all,

students don't know what's right and what's wrong when they read what they've written

Furthermore, Al-Khsawneh (2010) stated that students face many problems when writing in English. The student thinks that it is new to writing in English and that he does not know how to properly organize his thoughts. In the Arab world, students rarely use foreign languages within their communities. Therefore, students face many problems when studying at a university that uses foreign languages such as English as teaching materials. Writing problems that students face while writing include grammar, mechanical problems, and sentence structure problems. Moreover, the dictionary problem faced by students is a language problem (Alfaki, 2015). Therefore, from some descriptions of writing problems, we can conclude that writing problems come from the students themselves. How well students speak English in their daily lives and that they do not practice well-structured writing.

According to Latifah and Rahmawati (2019), writing as a foreign or second language, learners face various problems when they attempt to write in English based on (Alfaki's, 2005) theory. Some of these problems include:

- a. Grammatical problems Learners often face difficulties with subject-verb agreement, pronoun reference, and connector usage.
- b. Sentence structure problems to improve writing skills, learners need to understand sentence structure problems so they can recognize and write effective sentences.
- c. Word choice problems Effective writing should include appropriate and varied vocabulary usage, along with correct grammar and sentence structure.

#### d. Cognitive problems

1. Punctuation problems Punctuation can cause problems in writing, making it difficult for the reader to understand the intended meaning.
2. Capitalization problems Learners often struggle with using capital letters properly, especially for sentence initials, important words, and headings.
3. Spelling problems The English spelling system, which is complex and inconsistent due to historical and linguistic influences, can be difficult for learners.
4. Content problems Writing requires learners to explore ideas and thoughts to communicate effectively with others.
5. Organization problems Learners may struggle with organizing their writing, including composing sentences into paragraphs, developing topics into paragraphs, and structuring the overall discourse and themes.

#### **E. Narrative Text**

In this term, it will discuss about definition of narrative text, generic structure of narrative text, and language features of narrative text.

##### **1. Definition of Narrative Text**

According to Sudarwati & Grace in Merindriasari (2014), a narrative is a type of text intended to entertain and to deal with real/imaginary experiences in various ways. Narrative texts are mostly about stories that happened or imaginary stories. For example, novels, short stories, folk tales, legends, fairy tales, holidays, and stories of unforgettable moments.

Narrative texts are usually told by storytellers (Anderson and Anderson in Akmal, 2011). A narrative is a text that tells a story while entertaining or



informing the reader or listener (Anderson and Anderson in Suzanti, 2011). By definition, a narrative text is a text whose purpose is to tell about the author's experiences and to entertain and entertain the reader. To capture the reader's perception and interest in the story, the author should clearly communicate his ideas. To be a good writer, you need to understand the building blocks of text, not just its definition and social function.

Nuning (2011) pointed out that a narrative text is a sequence of events, usually chronological. A narration is text that tells a story or past experience. It starts with the opening, then comes the events, and finally the solution where the narrative problem is solved.

Bushel (2011) noted that narrative paragraphs describe an event, feeling, or experience in the form of a narrative or in the order in which the details of the event occurred. Based on the above description, researchers conclude that narrative texts are texts or stories whose purpose is to entertain the reader, and that stories have a beginning, an event, and an end.

## **2. Generic Structure of Narrative Text**

According to Department Pendidikan Nasional (2005) in Yulis (2016), the generic structure is structural of the text. In other words, the narrative text has generic structure. It consists of:

**Orientation** refers to the first paragraph, which describes the setting, and the time, and introduces the participants to the story's characters and key elements. Therefore, this orientation provides the spectator with information about the main characters, the setting, and the events that occur.

**Complications**, this is an event or series of events in which the main character is involved, and then the complication arises that the character is involved in some conflict, which are often small conflicts that frustrate or make it difficult to achieve an ambition or desire. These conflicts create tension and keep the reader interested because they lead to a big issue or climax.

**Resolution**, once the story theme is resolved. A problem can be solved for better or for worse, being happy or unhappy. So, the solution is the output or result of the problem. That is the end of the story.

### **3. Language Features of Narrative Text**

Narrative text also has linguistic functions. According to Fitriana (2011), the linguistic features of narrative sentences consist of the use of the simple past tense and the use of adverbs indicating time and place at the beginning of the sentence, such as long ago and long ago. Furthermore, by using conjunctions and tense conjunctions to sequence events, the main participants are humans, or in some cases, animals with human characteristics, and actors are often involved in the dialogue. Gerot (1994), on the other hand, argues that the grammatical features of narrative focus on a specific, mostly single participant, using the past tense, material verbs, relational processes, temporal conjunctions, and temporal condition.

This shows that the linguistic elements of the narrative text are used in simple past tense, temporal conjunction, and substantive verbs or adverbs. Furthermore, language functions are temporally focused on specific actors' conditions and contain operator dialogs.

## **F. Animated Video**

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

### **1. Definition of Animated Video**

The use of learning media is essential in enhancing the learning process and outcomes by presenting information clearly, as emphasized by (Munawaroh, 2019). One of the most popular forms of educational media is animated videos, which are videos created with original designs, drawings, illustrations, or computer-generated effects set in motion in a striking way using various art styles. Although they can integrate live video, they do not require a live recording to convey an idea or story.

According to (Woolfitt, 2015), video is defined as digitally recorded content with sound and motion that can be kept or transmitted to a limited number of devices and can be shown live. According to Woolfitt (2015), there are several ways that video is used in education, starting with lecture capture (Filius & Lam, 2009). Inanimate things can be given motion using the animation approach, according to Heinich et al. (cited by Mardianti, 2018).

### **2. The Advantages and Disadvantages of Animated Video**

According to Khafidoh (2015), the use of video animation has several advantages, including: Moving images have a distinct advantage over still images in expressing concepts that movement is critical to mastery (e.g., psychomotor skills). Video animation is often used in presentations.

One of the advantages of video is that students can not only hear the language, but also see it. For example, general meanings and moods are often

conveyed through thought expressions, gestures, and other visual cues. This allows students to observe how intonation matches facial expressions. When students create their own videos as a medium and a teaching and learning process, they are given the opportunity to create something memorable and fun. Cameramen and directors suddenly have a lot of power. The challenge of making a film leads to a truly creative and communicative use of language, helping students to do new things in English. Or, for all the above reasons, you have the opportunity to see and hear the language being used, which when combined with interesting assignments increases the interest of most students.

According to Khafidoh (2015), the use of video animation also has other drawbacks, such as being often controversial, which is usually not the case in group performances. The show moves so fast that some viewers are disoriented, while others are anxiously awaiting the next point, Kafido said. Schools must have appropriate facilities for using video animations for listening. You'll also need a projector, speakers, and other supporting equipment. Video animations use a lot of bandwidth and can take a long time to load. When video animation is created that does not meet the standards of high-quality video, it tends to be more distracting than helpful.

## **G. Picture Series**

In this case, will discussions about definition of pictures series, advantages, and disadvantages of picture series.

### **1. Definition of Picture Series**

An image series is an arranged collection of connected composite images, the main purpose of which is to depict an event or story. There are many types

of pictures in textbooks. Cartoons and comedies are available in magazines for teachers to copy and enlarge. There is also a collection of commercially accessible images. However, the astute teacher may find such sequences in other sources, such as calendars, gift wrap, or on the internet.

A picture series is a sequence of images showing multiple actions or events in chronological order. Images usually tell a few kinds of stories, but you can also use different images to tell a process, for example how to make something.

Picture series are usually used to find out about speaking ability. Students were instructed to describe what happened to each picture (Isnawati, 2011). A picture series can organize a series of narrative forms. A series of pictures are used more effectively to teach individual pictures to speak, which cannot create a story. Students are asked to create a dialogue based on their imagination based on the picture. They then present to the class what they imagined from the pictures.

In connection with the description above, a series of images are used in the teaching and learning process. A series of pictures stimulates language learning in students, helping them understand the content and remember the words in the pictures. Color pictures stimulate the imagination of students, so the images used should be colorful and varied. Using a set of images for learning helps classroom teachers. Students will be less effective in learning English if they just listen to teachers' explanations or read books. Therefore, in this study, researchers selected a series of images as teaching materials for high school students' writing class.

## **2. The Advantages dan Disadvantages of Picture Series**

According to Risdayanti (2020), there are limits to the use of image series to stimulate expression, enhance knowledge, add spice and variety to oral instruction, and provide opportunities for individual or group learning. The most important contribution images can make is helping students understand the larger context of images. The graphics also represent the process step-by-step, and the photographs not only represent the truth, but can also be used as an entertainment element in the classroom.

According to (Venon, Rusrianti reported, 2017), the disadvantage of using picture series is that they are often distorted in size and distance. Additionally, the lack of color in a given set of images will limit or clarify the set of images. This prevents students from capturing information within a sequence of images.

### **H. Previous Study**

This study used two class groups, an experimental group and a control group. Aprilia (2017) conducted an experiment using animated videos as a medium for learning to write stories. The purpose of her research is to teach techniques to help students write narrative texts using short animated videos and experimental methods. Data analysis is the last step before drawing conclusions and is used to test the hypotheses generated during the data processing steps. Therefore, data analysis methods aim to answer the formulation of a question or test a hypothesis proposed in a proposal. Analyze the data before and after the experiment, and use ANCOVA with SPSS to test the hypothesis.

The thesis by Akmalia (2011) investigated the students of English Department at Walisongo State Islamic Institute Semarang. This study aims to discuss about improving students' writing skills ability through animated films in high school. The purpose of this learning to attract and foster student motivation in learning and mastery English and improve students' ability in writing narrative text because students can catch film ideas easily. This is a class act research and research methods used is descriptive quantitative research who are members of one class on the recommendation of a MAN English teacher Pemalang.

In this research, the writer finds inspiration from before research on similar topics. One of them was done by Supriyanti (2010). The purpose of his research was to find out whether it was effective or not using fairy tale films to assist in teaching narrative writing. The similarity between previous studies and researchers is in the object of research learning is writing. But a different aspect from previous studies and this study is on the media used in the data collection research Previous research is on the media used by previous researcher's fairy tale film whereas, the author uses animated films in fairy tales or legends. The weakness of previous research is on the use of media only using the fairy tale genre film.