

## CHAPTER II

### REVIEW OF RELATED LITERATURES

This chapter is about some literature related with the study. Some theory about video as media in teaching writing narrative text will be explained in this chapter.

#### **A. The Review of Previous Study**

This study is focused on teaching narrative writing using film. She describe the implementation of film as the media in teaching narrative writing. The result of student's narrative work, and the problem faced by the student in teaching learning process. And she concluded that the students can create their ideas in developing their narrative. Actually the previous study and this study have the same purpose. But the differences is in the material subject those are film and video.<sup>1</sup> To conduct the writing narrative ability of the students of SMA Islam Perlaungan , this research is related to the previous one done by Ritha who conducted a study on film as media in teaching narrative writing in eleventh grade of senior high school.

The second previous study done by Arifah who conducted a study on The use of Picture to Write Narrative in Teaching writing at MA Raudlatul Ulum Klampis Bangkalan. This study focused on the implementation of picture series.

---

<sup>1</sup> Ritha Sugiarti Yunisari “ *Film as Media in Teaching Narrative Writing in Eleventh Grade of Senior High School.*”(Unpublished Thesis, Surabaya: Language and Art English Department, UNESA,2007).

It proves that picture series is a good media in teaching process especially in writing narrative. This previous study is focused on picture and this research is focused on video.<sup>2</sup> And The last one is from Rinta(2002), who conducted a study on the video as media to teach writing narrative text. She uses descriptive research to describe the condition and phenomenon which is happened during the research. Rinta uses questionnaire to collect the data and the students writing score, and also an observation to gain the data for her study. She finally found that use a video to teach writing narrative text was appropriat to be applied in the classroom. It is as the idea to write down, to apply and develop the generic structures of te story. This research is going to seek a different aspect of the study with the simiiar media, video and experimental quantitative to improve the ability of the students in writing narrative text.

In this research, the researcher uses a similar media, the video to teach writing narrative skill. But, the researcher selected a specific type of video. Charlie Chaplin's video.

## **B. Theoretical Background**

Most of people assume that writing is one of difficult activity in education. They are assumed that writing is one of language skill that be the most difficult to be master. The first reason is writing has to be learnt, unlike

---

<sup>2</sup> Arifah, “ *The use of Picture to Write Narrative in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan.*”(Unpublished Study, Surabaya: English Department, IAIN Sunan Ampel 2009).

speech, which is acquired in mother tongue as a child normal development. Speaking is familiar activity, but for many people writing is something they do rarely. They need to choosing vocabulary, arranging sentences, and organizing the sentences. The other reason is the absent of audiences. When we speak, we interact with addressee directly, But when we write we can not consult with the reader. It is difficult to know what information which the readers need, and it is so hard to know what to write.<sup>3</sup>

Heaton support the statement about the difficulty of writing skill. He stated that the writing skills are complex, and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual judgment elements.<sup>4</sup> Therefore the teacher has to have an effective way to teach writing skill. And Charlie Chaplin's video as an effective way to teach writing narrative text is going to use in this research.

## **1. Teaching and Learning Writing**

Writing is one of skill that the student have to master in English subject (DEPDIKNAS 2006:18)<sup>5</sup>. The Students have to master making several kinds of text in english like descriptive, procedure, report, and narrative. In this case the teacher has to teach effectively and understandable to their students. The teacher should understand the

---

<sup>3</sup> Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (Oxford University Press, 2008), p. 116

<sup>4</sup> Heaton, J. B. *Writing English Language Testing*, (Singapore: Longman Group Limited, 1975), p.138

<sup>5</sup> Depdiknas Kurikulum, *Standar Kompetensi Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Atas* (Surabaya : BNSP, 2006), p. 18

principles that should be considered while teaching writing. It will help the students easy to get the point. So, between teacher and students should understand and convey the goals that make sense to them. Therefore, students can write effectively.

Simon and Schuster stated there are some criteria of effective writing:

- a. Stay on the topic, with no adding or losing the main information..
- b. Sequence of event, go the plot, because it has beginning, middle point, and end.
- c. Has the main contained that covers the main idea that developed by the use of example, data, and appropriate word choices.
- d. Apply the standard of English written pattern that consist of punctuation, capitalization, and spelling. Furthermore with a various structure of sentences.

## 2. Narrative

Narrative is a kind of composition that aims to explain the past activities or accident which happened in the sequance time. It means that narrative is one type of composition purposed to tell stories about some events or series of events. Based on Anderson, narrative text type tells a story using spoken or written language.<sup>6</sup> It is communicated using radio,

---

<sup>6</sup> Anderson, *Text Types in English*, (Sydney : Macmilan Educational Australia Pty Ltd.199), p. 2

television, books, newspaper, and computer files. Other media, like pictures and video can also be used in learning process should appropriate with the student's level. So, the student's can understand the material well and also happy because they get the various media in their learning process.

According to Anderson, narrative is one of the texts in English culture. It is defined as a text which tells what had happened in the past, and it is a subtype of the general class of language functions termed reporting. The purpose of narrative text is to present a view of the world that entertains or informs the readers or listeners.<sup>7</sup> Narrative usually presented in order to give the reader or listener some entertainment materials through factual or imaginative experience.

There are two kinds of narrative. They are nonfiction and fiction<sup>8</sup>. Fiction narrative is a name of story not entirely factual, but at least partially shaped, made up, imagined. It sometimes tells about the author's imagination and the author's opinion about something. It means that the story of texts is not factual and most of them are imaginative. The fiction narrative can be form of novel, legend, folklore, and fable.

The fiction narrative is mostly used for fun. It is made for pleasure and entertainment. Generally it tells about unrealistic and imaginary things

---

<sup>7</sup> Depdiknas Kurikulum, *Standar Kompetensi*, p. 35

<sup>8</sup> Depdiknas, *Pembelajaran Text Naratif*, (Jakarta : Depdiknas, 2002), p. 3

in the world. It is mostly telling us about something that must be impossible happen in the reality.

**a. Component of Narrative Text**

To make a good narrative text, the writer has to include and learn about the components of narrative text which divided into two parts, the language features and also the generic structures. According to Anderson, narrative text has three significant schematic structures: Orientation, complication and resolution.<sup>9</sup> Moreover in the development of narrative text, generic structures of narrative text can be:

- 1) Orientation-complication-resolution
- 2) Orientation-complication-resolution-reorientation
- 3) Orientation-evaluation-complication-resolution-reorientation-reorientation

In this study the researcher choose the orientation-complication-resolution as the generic structures of the narrative text. The definition of the generic structures shows as follows:

Orientation is the surface condition of a story. It tells about the characters, what story, where the story happened and also the time of the story. It is beginning of the narrative text, which tell about the

---

<sup>9</sup>Anderson, Mark and Kathy, *Text Type in English*, (Sydney: Macmillan. Educational Pty Ltd, 1997)

surface condition about the narrative or the story that the writer want to tell.

Complication is the problem of the story. It tells about what happened in the story. It also tells about the entire event that happened in the story.

Resolution is problem solving of the problem that appears in the story, and the conclusion of the story it self. It is the end of the story, wether it it sad or happy ending.

### **3. Media**

Media in this study is the teaching aid which can help the learning process. By using media the teaching and learning process will be effective.<sup>10</sup>

#### **a. The Nature of Media**

Media comes from the word” medium” which means something to deliver the message from sender to the receiver. And in English learning process, media is a kind of tools used to deliver information from the teacher to the students which can attract mind, feeling, attention and interest of students. Media can increase the student’s motivation in learning process. It can overcome the boredom of the students. So, the students will enjoy in teaching and learning

---

<sup>10</sup> Tate, Gray, *Teaching Composition; 10 Bibliographical Essays*, (USA : Texas University Pers, 1976), p. 172

process and easy understanding the material. It is supported by Deporter and Hernacki in their book Quantum learning “Visual media or media can create optimal environment, whether mentally or physically.”

#### **4. Video**

##### **a. The Nature of Video**

Nowadays, video is an essential element of learning languages. By using the video the class will be fun and create a relax atmosphere. The students can enjoy the lesson through watching a video. It also can help the students to understand the content of an event better.

Jeremy harmer stated that “There are many good reasons for encouraging students to watch while they listen<sup>11</sup>. By using video the students can see the language invite. For example: The sequence of events, the real character, and they also can learn about the culture.

Video is best defined as the selection and sequence of massages in an audio-visual context. Beside that, video can also stimulate and motivate the students interest.

---

<sup>11</sup> Harmer, Jeremy, *The practice English Language Teaching*, (England: Longman, 2007), p.

## **b. The Advantages of Using Video In Teaching Writing Narrative Text**

The use of video in language teaching learning is considered as an effective way to present the materials. It can be used in every level and every skill. According to Stempleski and Tomalin that” Most video can serve more than one purposes.<sup>12</sup>It depends on teacher’s objectives for the lesson.

The purposes are:

### **1. Active Viewing**

It is essential to engage students actively whenever they watch video material, and also introduce the content of each sequence.

### **2. Vocabulary**

Vocabulary development is an activity which focuses on new lexical sets to be learnt through the sequence, and vocabulary review is an activity to reinforce language which already presented or learnt.

### **3. Grammar**

Grammar presentation is an activity to present the particular grammatical structures, and grammar review is an activity to reinforce grammatical structures.

---

<sup>12</sup> Stempleski and Tomalin, *Video in Action*, (The University Press, 1990), p. 9

#### **4. Pronunciation**

Pronunciation is an activity which focuses on sounds, stress and intonation

#### **5. Listening or Speaking Skill**

Listening include viewing comprehension is an activity which focuses on the visual elements in the sequence. Speaking skill include oral composition focus on telling story orally.

#### **6. Reading or Writing Skill**

Reading skill includes reading comprehension. And if writing skill is note taking. It is activity to practice note-taking skill, and written composition that is an activity which focuses on creative writing or summarizing the sequence.

#### **7. Cross-cultural Concerns**

It conclude cultural awareness.

#### **8. Testing**

This activity can be used as testing format based on the sequence.

### **c. The Importance of Video**

The use of videos in language teaching is regarded as an effective way to present teaching materials. Videos can be used at every level of education as the supplementary material in language

reinforcements and practices. It also can be implemented for the main component of an intensive course. Further, videos offer several positive values rather than other material, such as text book. It was supported with the theory from Stempleski and Tomalin.

“Video is highly motivating” Stempleski and Tomalin stated that the combination of moving pictures and sounds are able to present language in more comprehensive ways than any other teaching media and more realistic too. A video is combination of picture and sounds which serves the reinforcements of students’ motivation. The students’ high motivation and interest are very important for successful language teaching and learning.

**d. Teaching writing Narrative Text By Using Charlie Chaplin’s Video**

Today, there are so many videos that most of all level of ages like to watched them. One of them is charlie chaplin’s video. It is unique video. In this video, there is main character of Charlie Chaplin. There is no any utterance or dialogue, but it is only a moving the main character. Charlie Chaplin in this video is has several events that make a plot story. Many people can understand about the story of Charlie Chaplin’s video although there is no any dialogue or utterance. The

Researcher use Charlie Chaplin's video to teach writing narrative text as the effective way.