

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature in a research is used as the material to analyze the data. The researcher describes the previous studies and several points of theories that are used to analyze the data. The theories are about movies, teaching writing, and narrative text.

A Theoretical Framework

1 Media

The word media derived from “latin” Medias that means between or mediator.¹³ Medium is any person material and event that establishes condition which enables learner or students to acquire knowledge, skills and attitude. It means that a medium will help to establish to the learner’s condition to identify or describe something in order to gain knowledge skills and attitude.

Based on Arsyad Azhars’ book media is component of learning sources or physical vehicles that consist of instructional material in students’ environment which can motivate students to learn. It means that teaching learning medium is kind of instruments used by teacher on conveying the material to the students.

1 *Types of Media (Aids)*

In general, there at least five types of aids that could be used in language

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Arsyad, Azhar. *Media Pembelajaran*. Jakarta: Pt Raja Grafindo, Persada 2003. P4

teaching and learning according to Al Duais:¹⁴

a Visual

They are media or aid that can be seen. It can be form of picture, moving picture or flash card

a Audio

They are media or aid that can be listened, such as radio. It means that Audio media produces sound.

a Audio-visual aids

They are media which provide a sound and picture

a Action

(Like drama, trips or cultural and linguistic purposes)

a Multimedia

(Like all the above mentioned examples)

A Movie in Language Teaching and Learning

General Concept of Movies

14 Saleh Alduais . *Integration of Language Learning Theories and Aids Used for Language Teaching and Learning: A Psycholinguistic Perspective*. Journal of Studies in Education ISSN 2162-6952 2012, Vol. 2, No. 4

Movies are one of multimedia technology. Movie itself is an entertainment form to enact a story by sequence of image which is given the illusions of continuous movement.¹⁵ In another definition, movie is sequence of photographs or drawing projected on a screen in such rapid succession that they create optical illusion (because of the persistence of vision of moving persons and objects).¹⁶

Movie is reported as physical reality but it is seen, in different way from human experience ordinary. The ability of movie is unequaled in Attract the attention of the viewer Lens techniques, camera movements, camera angles, framing of shots, and film editing can create gripping views not found in reality.¹⁷

Today, among language teacher are used movie. One of the reason they use movies is through the movie, learners can develop and gain their cultural awareness.¹⁸ Movie also can be an effective media in teaching learning process because it stimulates student both receptive and productive skill¹⁹. Receptive skills are reading and listening, productive skill are speaking, and writing.

Movie is being implemented in language education as an authentic or real-

15

<http://dictionary.die.net/film>

16

/film ditionary.com

17 Joseph E. Champoux *Film As a Teaching Resource* Journal of Management Inquiry
September 26, 2007 p3

18 Ibid

19 PhD. Xhemaili, Mirvan, *The Advantages of Using Films to Enhance Student's Reading Skills*

life material that replicates alternative ways of acquiring knowledge that are differently from printed media.²⁰ It means that movie can be a tool to acquire students' understanding and better than printed media such as picture.

In fact, movie can fulfill different function for learners at different level of proficiency. For advance student, movie or video can fulfill the same function as for native speakers to provide an information and entertainment. For higher level student video can provide variety, interest, stimulation and help to maintain motivation, and for the beginner it can provide example of authentic language use in limited context of use. It can be used as stimulus for discussion and debate.²¹

1 The Genre of Movies

Actually movie has a lot of genres according to Hsio Lan Hsieh the genres of movies are:²²

in the EFL Classroom, Journal of Education and Practice 2013 Vol.4, No.13, p

20 Electronic Journal of Foreign Language vol6 Teaching *Learners' Perceptions of Culture through Movies* 2009. p 294

21 David Nunan and Clarice Lamb. The self direct teacher. *Managing the Learning Process*, (Cambridge. Cambridge University press) p193

22 Hshio-Lan Hsieh, *The effect of Movie Viewing on Learning English as Foreign Language*: (Taiwan, Hsinchu: Yuanpei University, January 2010), (p7)

- a Thriller: a genre of literature, film, and television programming that uses suspense, tension, and excitement as its main elements

- a Comedy: is a genre of movie in which the main emphasis is on humour.
These films are designed to entertain the audience through amusement,
and often work by exaggerating characteristics of real life for humorous
effect.

- a Documentary: is a nonfictional motion picture is intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a historical record

- a Romance: are romantic love stories which is recorded in visual media for broadcast in theaters and on television that focus on passion, emotion, and the affectionate romantic involvement of the main characters and the journey that their genuinely strong, true and pure romantic love takes them through dating, courtship or marriage. Romance films make the romantic love story or the search for strong and pure love and romance the main plot focus.

- a Action movie is a movie genre in which one or more heroes are thrust into a series of challenges that typically include physical feats, extended fight scenes, violence, and frantic chases. Action films tend to feature a resourceful character struggling against incredible odds, which include life-threatening situations, a villain, or a pursuit which generally concludes in victory for the hero.
- b Animated film are distinguish from live action one by unusual kinds of work that are done at the production stage. Animation movie do not continuously filming out door action in the real time but they create a series of image by shooting one frame at a time.

According to Hsio Lan Hsieh action movie is the favorite one than animation movie.²³ In additional, action movie has special sounds' effect, lighting to increase mood of the viewer's according to Camille Parchment.²⁴

A **Movie Trailer**

Using movie in language teaching and learning can fascinate and attract students, because it can refresh the students. Than using another method such as memorizing, drill practices, it also cannot be found in text book.

1 The Definition of Movie Trailer

Movie trailers are movie that will be exhibited in the future at a cinema.

Trailer is short of movie which does not give all away about the film. It is designed to arouse curiosity and may appear a long time prior to the release of a movie. It can be concluded that the purpose of movie trailers are; to attract people to watch the full-length movie at the time of movie will be exhibited it also has a commercial purposes.²⁵

Movie trailers have same characteristics with movie but more digestible size usually between 45 to 150 second²⁶. Trailers can be media to attract and stimulate L2 student,” although to understand a full length movie is difficult for ESL student, movies have been a popular pedagogic tool and use in teaching for decades. Because movies contain cultural references, idioms, and slang which cannot make student felling frustrated, and bored. Beside that the sound of action movie trailer can lead audience to the situation of trailer so student gets the point and understand, because there some audio effect on action movie trailer which makes their heart beat faster.

1 The Feature of Movie Trailers

Trailer tells the story of movies is covered in short terms which is maximally fashionable. It means trailer is very attractive. Because trailers are targeted for commercial purpose, as advertisement, trailer also uses special

23 Ibid

24 <http://www.visualinquiry.org/blog/?p=5176>

25 http://www.frankwbaker.com/movie_trailers_as_persuasion.htm

26 Andrew Johnson, *Trailers v4: An example of an ESL/EFL website that transformed from a testing to a teaching focus*, The JALT CALL Journal 2006 English Vol. 2.1 p55

effect like the sound effect and image with good resolution. Some of the elements are common to many trailers are listed bellows:

- a A green band is an all green graphic at the beggining of the trailer, usually reading the following preview has been approved for All Audiencess by The motion picture Associations of America. And sometimes including the movie's MPAA rating. This shows that this trailer comply with the standart film advertisment which is determined by The MPAA (The motion picture Associations of America) which includes limitation on foul language and violent.



- a Usually at the begining of trailer the studio logos are presented both of the production company and distributor
- b Most of trailer have a three act structure such as the feature of leght movie. They start with beginnig , they lays at the premise of the story similiar to orentation, in the middle act usually same with complication which drives

the story further and usually end with dramatic climax. In the last is act 3 it can be said as resolution which describes the possibility of the ending of the story. In act 3 usually is marked by a strong music (recognizable song, orchestra).

- c Voice over narration, is use to brief set up the premise of the movie and provide explanation when it is necessary. Since the trailer is highly condensed format. Voice over is useful tool to enhance the audience's understanding of the plot. Music helps set the tone and mood of the trailer. Usually the music is used not from the movie itself.
- d A cast run is, a list of the stars that appears in the movie. If the director or producer well known or has other popular movies. They often warrant and mention as well.
- e Sound mix many movie trailers are presented in Dolby digital or any other multi chanell sound mix. It is very probable to hear the sound which is very dramatic, explosions,and many sounds during movie trailer is played
- f Video resolution movie trailer are presented in the same resolution as the features film. In HDTC channels (such as Universal HD) movie trailer are presented in HDTV and Dolby Digital 5.1 Sound.

1 Movie Trailer in Teaching Writing Narrative

Movie trailer can be catagorized into audio visual motion picture media which has the function to attract the students' attention and to focus more in

learning english slide claim such as has mentioned before They start with begining, they lays at the premise of the story similiar to orentation, in the middle act usually same with complication which drives the story further and usually end with dramatic climax. In the last is act 3 it can be said as resolution which describes the possibility of the ending of the story. In act 3 usually is marked by a strong music (recognizable song, orchestra).

Moreover Heffernan argues that film trailer has narrative structure as follow:²⁷

a Opening

Established setting and introduces charactersBuild up

a Relationships esthablised. Development of character and their world....

b A dillema or seriesof complication

Characther are faced with and obstacle to over come mystery to solve. Often more than one.

a Events

A series of events or action as charathers try to overcome obstacle, solve problem, discover truth etc.further complication may arise in the process.

Based on the description above, it is clearly seen that movie trailer and narrative has samilliar aspects. Both of them have three steps in presenting

story: orientation complication and resolution.

The procedure of using movie trailer in teaching narrative text is utilized genre based approach as suggested by Agustien, it is started by building students knowledge of field (BkoF) or context exploration. In this step the students are asked to watch action movie trailer (Transformer 4) and write down the characteristic, setting and main idea of the film. Then the students are asked to give their opinion based on their identification about the film. Furthermore, they are required to work in group, which consist of four students to discuss the main idea and write it down into a paragraph. In this session the teacher gives feedback, correction and guidance. Feedback is very important to the students as in line with Harmer that feedback can fulfill the students' need especially in enhancing their knowledge of grammar. The focus of this step is to comprehend the main idea of film and to tell a glance of intrinsic elements of narrative.

MoT (modelling of text) is the second procedure or the exploration.²⁸ In this stage students are required to watch other movie trailer (at home) and identify deeply about intrinsic elements of narrative; such as setting plot character, furthermore about generic structure of narrative text. Besides, the students are expected to explore narrative text. This procedure requires the

27 Heffernan, N. *Watching movie trailers in the ESL class*. The Internet TEFL Journal, 9 (3). (2005).

28 Hans Gronniger, Holger Krahn, Bernhard Rumpe, Martin Schindler and Steven Volkel, *Text-based Modeling*, Institute for Software Systems Engineering Technische Universität Braunschweig,

teacher to expose the same kind of stories through movie trailer. This procedure focuses on encouraging students to comprehend the text and produce a draft shows generic structure of narrative.

The third procedure is independent construction of text (IcoT) or individual application. Before the procedure are gotten, the students are asked to make outline, they need watch again action movie (Transformer 4) trailer, and they are asked to produce their own narrative text. They discuss their writing for some correction. Finally several students read their work in front of the class and other students should give opinion and comment. This procedure is expected to make the students create their own text confidently.

1 The Advantages and Disadvantages of Movie

Teaching general English or English teaching in particular is a combined effort of various components to achieve a certain goal. It means the success of teaching is not determined by a single component, by the roles of all components are involved. However in teaching and learning process a teacher must bring all components into classroom and apply them.

Harmer state that there are many reason why video (movie) can be used and language learning.²⁹

a Seeing Language in Use

Braunschweig, Germany, (2007), P 5
 29 Jeremy Harmer, *The Practice of English Language*, (England Pearson Education Limited: 2001), p. 282

One of the advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension. Since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

a Cross Cultural Awareness

A movie uniquely allows students to look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British body language when inviting someone out, or how Americans speak to waiters, movie also of great value in giving students a chance to see such things as what kind of food people eat in other countries and what they wear.

a The Power of Creation

When the students make their own film as media and teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film making can provoke genuine creative and communicative uses of the language, with students finding them doing new things in English.

a Motivational

For all the reason so far mentioned most student show and increase level of interest why they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Beside the advantages of movie it also has the disadvantages, they are:

- 1 The students will not understand if the movie is played too fast
- 2 If there are noises or voice the movie should be stopped because it will disturb their concentration.
- 3 It should use good equipment, if the equipment has bad quality the student cannot hear the sound of the movie clearly.
- 4 The equipment is expensive

A **Movie as Audio Visual Aids in Teaching Writing**

Writing is one of productive skills that must be learned in language classroom. Learners engaged in a productive task can become very frustrated when they do not have the word or the grammar they need to express themselves.

In the teaching learning process teachers are expected to make it more interesting through the medium that are used. Film is one of the media that can be used in teaching writing especially in narrative text. By using movie teachers can give a new atmosphere in their class so that students have big enthusiasm in the teaching learning process, besides visual aids can help students

master the material that the teacher give to them.

A Writing in Language Learning

1 Definition of Writing

Writing is a difficult subject at school since the students have to produce a text in English. Writing is one of skills is considered a difficult skill because the writer should fulfill some aspects in writing such as content, organization, purpose, vocabulary, punctuation and spelling in balance way.

Writing is functional communication: making learners possible to create imagine words of their own design.³⁰ It means that through writing, learner can express thought, felling, ideas, experiencess to convey a specific, purpose. Harmer state that writing is a way to produce language and express an idea, felling and opinion.³¹ It means that writing is one of speaking representative through media.

Harmer also states that writing is a process and that one's writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.³² Writing is the ability to express ideas, thoughts, and knowledge in written language to make it clear, readable, and

30 Richad Kern, *Literacy and language Teaching*,(New York: oxford University Press 200) p172

31 Jeremy Harmer, *How To Teach Writing*. (Longman: Pearson Education, Limited 2004) p.31

32 Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), 86

understandable to other.³³

From the definition above the writer concludes that writing is a way to produce language that come from our thought. by using writing , we can share our idea, feeling or anything in our mind. It is written on paper, or a computer screen and it is influenced by the personal attitudes and social experiences that the writer to write and impact of the particular political institutional context.

1 The Process of Writing

Writing is one of productive skill that needs a process. Harmer state that writing “writing process is the stage that a writer goes through in order to produce something in its final written form”.³⁴ There are four steps of writing process:

a Planning:

When planning the writer has to think about three main issues in the first the writer should have the purpose of his writing because it will influence not only the product of his writing but also type of texts are used. Secondly the writer should know and have to think the audience they are writing for, because it will influence the shape of the the writing and the choice of languages. Thirdly the writer has to consider the content of structure of the piece that is how best to sequence, the fact, ideas or

33 Ristiyana Primadani, Thesis: “*The Effectiveness of Using Short Note in Teaching Writing at SMP Negeri 1 Bangsal Mojokerto*” (Surabaya: State Institute for Islamic Studies, 2011) 1

34 Jeremy Harmer, *How To Teach Writing*. (Longman: Pearson Education, Limited 2004) p.4

argument which have decided to include.

This is called pre writing. Pre writing is the thinking talking reading and writing you do about your topic before you write first draft. “Pre writing is a way of warming up your body before exercise”.³⁵ In pre writing the writer gathers ideas to write about. Taking notes is one of the way to gather ideas. There are several ways to warm up before writing.

1 Brainstorming

“Brainstorming is one of the ways to capture thoughts”.³⁶ The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writer will use them. Writer list can be include such as word, sentences, even question.

1 Clustering

Clustering is another pre writing technique. It is visual way of showing how our ideas are connected using circle and lines the step are:

- a Write the topic in the center of blank piece of paper and draw circle around it.

35 Karen Blanchard and Christine Root, *Ready to Write*,(New York, Pearson Education, Inc 2003), 3rd Edition. P.41

36 Alan Mayers, *Gateways to Academic Writing: Effective Sentences Paragraph and Essays*,

- b Write any ideas that comes into our mind about the topic in circles around the main circle.
- c Connect those idea to the center word with a line.
- d Think about each of your new idea, and then connect them.
- e “Repeat this process until we run out ideas”.³⁷

1 Drafting

The first version of writing is called draft. The writer should use the idea that he generated in the planning as a guide. This stage needs an editing for checking the text.

1 Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called draft. Perhaps the order of information is not

(New York: Pearson Education, Inc 2005), p.6
37 Karen Blanchard and Christine Root, *Ready to Write*, (New York, Pearson Education, Inc 2003), 3rd Edition. P.42

clear enough or the discourse marker is wrong. The way to revise and improve them is called editing.

Editing is essential part of preparing piece of writing for public reading or publication. Ricahrd and Willy stated that “ In editing, writer checks grammar, punctuation, spelling, diction, sentence structure, accuracy of suppotive textual material such as quotation, example and the like”.³⁸

1 Final draft

Once the write have edited their draft, making the change they consider tobe necessary, they produce the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But now the text is ready to send or to publish.

Writing is not easy. It takes study and practice mor and more to develop this skill. For new learners, it is important to note that writing is a process, and actually it needs a lot of practice for to be better writer. Meyers also states that writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever. As in speaking, the speaker must have something to say, a reason for saying it, and someone to say it

to.³⁹

1 Requirement of Good Writing

Good writing in any language involves knowledge of the conventional of written discourse in culture as well as the ability to choose the precise word that convey one's meaning. To write an interesting text and a good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences that discuss a smaller idea furthermore, paragraph like an essay, it is generally contains of introduction a body and a conclusion".⁴⁰

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea and function of the idea is to control the content of the paragraph. To write a good paragraph, we should concern on two things they are:

a Cohesion/Unity

The unity synonymous with ones. It means that paragraph discuss only one and only one main idea from beginning to the end and every supporting sentence must directly explain and prove the main idea. All sentences in a paragraph should state on the one thing in the topic

38 Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching*, (US of America: Cambridge University Press, 2000), P.318

39 Allan Meyers, *Gateways to Academic...* 5

40 Alan Mayers, *Gateways to Academic Writing: Effective Sentences Paragraph and Essays*, (New York: Pearson Education, Inc 2005), p.13

sentence: all of the sentences stick together.

a Coherence

The latin cohere means”hold together”. It also plays an important rule in writing. It plays crucial rule in making a paragraph read well. The movement from one sentence to the next must be logical and smooth,” to achive coherence the writer need to use transitions, such as however, although, finally, and nevertheless”.⁴¹

a Completeness

“A good paragraph contains enough detail information to explain and prove statments of the topic sentence”.⁴²

Writing is complex and to be taught and in writing involes atleast five componets, based on ESL Composition profile they are:

- 1 Content: the substance of writing
- 2 Organization: the organization of content
- 3 Vocabulary: the choice of structure and lecxical items to give a particular tone or flavor to the writing. It also called style.
- 4 Language
- 5 Mechanic: the use of grapic conventions of the

41 Sanggam Sihan, *The English Paragraph*, p 20-21

42 Otong Setiawan Djuharie, *Paragraphs Writing*, (Bandung: Yrama Widya 2009), P.69

language.

6 Writing Ability

The writing ability is complex and difficult to teach requiring mastery not only grammatical and rethorical devices but also of conceptual and judgment elements. Acording to Heaton, the following analysis attempts to group the many and varied skill necessary for writing good prose into four main areas:⁴³

- a Grammatical skill: the ability to write correct sentences
- b Stylistic skill: the ability to manipulate senteces and use language effectively
- c Mechanical skill: the abilty to use correctly those convention particular to writen language, e.g. punctuation, spelling
- d Judgment skill: the ability to write an appropriate manner for a particular purpose with a particular audience in mind, together with an abilty, to organize and to order relevant information.
- e In this study the writing ability that will be improve is students abilty in writng narrative text especially students class X a at MAN 1 Kota Mojokerto

1 Teaching Writing for Senior High School

“Writing is one of four skills having always formed part of the

syllabus in teaching English language and it also can be seen from the content standard of English for senior high school. The content figures out how to construct the contextual text as the purpose of teaching writing, in addition the content also mentions how to construct meaning and rhetorical steps of the text by using acceptable language in order to communicate well. Writing has always been used as a means of reinforcing language that has been taught".⁴⁴In another word writing is a good way for students who learn English language. They can put their idea on paper by paying attention on grammar rule and vocabulary.

Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing process students are demanded to get knowledge of how to write well.

In writing English language Indonesian students' need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development.

Teaching writing in senior high school is not easy; there is another factor that makes it as the most difficult subject. That is there are many kinds of text in English language, such as narrative, recount, spoof etc.

Each text has different characteristic. There are social function,

generic structure and language feature. Usually student can differentiate each text from another and they mix all kinds of text. This will be a challenge for teacher to find out how the student can distinguish each kind of text from another.

According to Byrne there are some goals of teaching writing. First, the introduction and practice of some form of writing provide students for different learning style and needs; so that they feel more at ease and relax. Second, writing provides students with some tangible evidence that they make some progress in the language. Third, writing likely a medium and also classroom activities. The last, it is often needed for formal and informal testing.

For this reason, it is very important for the teacher to know how to teach writing English enjoyable and make students excited and more interested in learning writing, actually writing narrative text. In this study the researcher offers one of media that can be used in writing class. It is teaching writing using action movie trailer.

1 Genre in Language Learning

a Definition of genre

“Genre is used to refer to particular text types, not traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.⁴⁵

Another definition, genre is a category used to classify discourse and literary works, usually by form technique, or content, in another hand, genre can be defined as culturally specific text type which results from using language (written or spoken) to help accomplish something.⁴⁶

The meaning of the genres intended is the students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

a Kinds of genre

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:⁴⁷

1 Spoof

It is kind of genre that has social function to retell an event humorous twist.

45 Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p4

46 L. Gerrot and P Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean

1 Recount

It is kind of genre that social function to retell event for the purpose of informing or entertaining.

1 Report

It is kind of genre that has function to describe the way things are with reference to range of natural, man made and social phenomena in our environment.

1 Analytical exposition

Its kind of genre that social function to persuade the reader or listener that something should not be the case.

1 Hortatory exposition

In this kind of genre that social function to persuade the reader or listener that something should not be the case.

1 Anecdote

In this kind of genre that social function to share with others or listener a account of an unusual or amusing insident.

1 Description

In this kind of genre that social function to discribe a particular person, place or things.

1 Explanation

In this kind of genre that social function to explain the process involved the information or working of natural or socio cultural phenomena.

1 Review

In this kind of genre that social function to critique an art work or event for a public audience.

1 Discussion

In this kind of genre that social function to present (at least) two point of view about an issue.

1 Procedure

In this kind of genre that social function “to describe how something is accomplished through a sequence of action or steps”.⁴⁸

1 New item

In this kind of genre that social function to inform readers, event of the day which are considered newsworthy or important.

1 Narrative

In this kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways.⁴⁹ It deals with problematic event which lead to crisis or turning point of some kinds, which in turn finds a resolution.

1 Narrative Text

a Definition of narrative text

Narrative text is one of genre which is taught at tenth grade students of MAN sederajat. Murcia and celce state that narrative is structured around the crhological development of events and is centered on a person or hero. Consequently . “Narrative is usually personalized or indiviualized tells about the events related to the person or persons involved”.⁵⁰

Mark anderson and Kathy Anderson state that “narratives are usually told by story teller”.⁵¹ To make it interesting, a good story must have interesting content. It should tell about an event or audience would find enganging. We might even think of our narrative as a movie in which the audience see people in action and hear them. Therefore, it should be detailed and clear, with event arranged in the order in some

48 Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p6

49 Ibid

50 M. Celce Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York, Cambridge University Press, 2000), p.151

51 Mark Anderson and Kathy Anderson, *Text Type in English* (Sydney: Macmillan Educational

other effective way.

From the definition above, the writer can conclude that narrative text is a story that tells about something interesting that has the purpose to amuse, entertain for the reader or viewer. You are using narrative when you tell a friend about something interesting that happened to you or tell someone a joke.

a Characteristic of narrative text

1 Social function

The social function of the text is to entertain the reader or listener with the fictive or non-fictive experience. Besides the purpose, it also deals with the problematic or unusual events.

1 Generic structure

Anderson states that the steps for constructing a narrative are⁵²:

a Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

a Complication/ rising action

The complication is pushed along by a series of events,

Pty Ltd, 1997), p2
52 Mark Anderson and Kathy Anderson, *Text Type in English* (Sydney: Macmillan Educational Pty Ltd, 1997), 8

during which we usually expect some sort of complication or problem to arise. It just will not be so interesting if something unexpected do not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

Sequence of event/Climax this is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

There are some features that writers should recognize in narrative text. They are as below:

- 1 Plot: What is going to happen?
- 2 Setting: Where will the story take place? When will the story take place?
- 3 Characterization: who are the main characters? What do they look like?
- 4 Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- 5 Theme: What is the theme/message the writer is attempting to communicate?

According to Neo narrative has a structure, a shape or pattern, it can be represented graphically in this way.

Figure 1

Generic structure of narrative

Climax

Rising Action

Falling Action

Ekposition

Resolution

That picture is known as the freightage triangle. The idea of the freightage triangle is to serve as kind of blue print or map which can be used to guide us systematically include writing. Freightage triangle consists of:

- 1 The orientation, it establishes the character and situation.
- 2 Rising action, it is refers to a serries of complication leads to the climax.
- 3 The climax is critical moment

when problem/ conflict demand something to be done about them.

4 Falling action is the moment away from the highest peak of excitement.

5 The resolution consist of the results or outcome

1 Language Feature of Narrative Text

Linda Gerrot and Peter Wignell state that language feature of narrative are:⁵³

a Focus on specific usually individualized participant

E.g.: Po, Alladin, and Kancil

a Use of relation process and mental process

Relational process is process of being and having that can be classified whether to identify something and to qualify the action. Mental process is a process of sensing. The sense can be used to describe and develop

the experience, setting and characters. It can focus on thinking, feeling and perceiving. For example: How does it feel like? How does it smell like? What can be heard?

E.g.: Tigress was unhappy, everything was so weird

- a Use of temporal conjunction and circumstances that describe time and place. Conjunction refers to semantic system used to connect the clauses in terms of temporal sequence, consequence, comparison, and addition. The use of conjunction is connected with time where the action takes places.

E.g.: A few years ago, Sometimes, once upon time

- a Use of past tense

The simple past or simple past uses to express that activity or situation, begin and ended as a particular in the past. We use 'Verb II' and auxiliary 'did' for negative and question sentences, and the exact time is shown in this tense. Such as; yesterday, ago, at the past.

The formula of simple past

E.g.: Lived, stayed, was

I walked to school yesterday

a Use of verbal process

E.g.: Said, told and promised

a Use of the material processes

Material processes are defined into process of doing or saying what happen and what someone do or what is done.

E.g.: The bomb exploded

Narrative are more demanding than recounts because they highlight a complication in the sequence of events.in narrative the writer make the plot suspense as she/he evaluates the complications. “The complication is included in the story before the situation is resolved”.⁵⁴

A Students' Assesement

“Assessment and evaluation are essential components of teaching and learning in English language arts. Without an effective evaluation program it is impossible to know whether students have learned. Jacob argues assessment is a real way of gathering performance information that a real person would really use in the real world.”⁵⁵

54 Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: Yrama Widya 2007), P.41

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Steve Peha *assesing Writers* stevepeha@tms.org p31

Assessment is the process of gathering information on student learning.⁵⁶ Evaluation is the process of analysing, reflecting upon, and summarising assessment information, and making judgements and decisions based on the information are collected. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Assessments may be conducted for many purposes, but the ultimate goal is always to improve instruction for each student it also measure students' it also measure students' improvement in learning. In this research uses ESL Composition profile to asses students' improvement which can be seen in appendix 3.

A Students' Response

In collecting data toward students' response, the researcher uses a questionnaire to obtain the data. In this research, the researcher uses a Likert Scale to collect the data about students' response toward the use of action movie trailer to improve students' ability in writing narrative text.

A Likert scale is a psychometric response scale primarily use in

56 *Language Testing in Asia* February 2012 BATOUL GHANBARI , HOSSEIN BARATI , AHMAD MOINZADEH p84 journal

questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.⁵⁷ this approaches is most widely use to scale responses in survey research. A Likert scale measures opinions, attitudes and behaviors using answer choices that range from one extreme to another (for example, not at all likely to extremely likely).

A Likert scale method allows the respondents to uncover degrees of opinion. This can be particularly helpful for sensitive or challenging topics or subject matter. Having a range of responses will also help the researcher to more easily identify areas of improvement whether the researcher is sending out a questionnaire to understand the levels of effectiveness of the technique in teaching, or gathering students' opinions on toward the implementation of a certain technique.

A Review of Previous Study

Reviewing related literature that focus on writing narrative text use film as media has been done by Yuniasari (thesis which her research paper entitled "film as media in teaching narrative writing in eleventh grade of senior high school". She describes the implementation of film as media in teaching narrative writing,

57 Bertram . Dane, *Likert Scales*, p 1

the result of student's frame work and the problem in language feature that are faced by student in writing narrative text. She concludes that student can create their ideas in developing their narrative writing through film, although it needs more extra time, because understanding full length film in second language learning is not simple task and actually there are a lot of films that should well prepare.

The second research which is related to the researchers has been done by Arfiyan Ridwan' study which his paper entitled "The Use of Discovery Channel Video to Teach Writing hortatory Exposition Text to the eleventh graders OF SMAN 1 Bangkalan". He concludes that the use of Discovery channel Video is good in teaching writing hortatory exposition text, it is known after the researcher analyzes the data of the students' test score, there is a significant difference in achievement between students who are thought use Discovery channel video and not use Discovery channel.

Another research has been conducted by Mariyatul Qibtiyah entitled "the use of fairy tale video to improve the students' writing ability of narrative text". The researcher finds the problems are faced by student, such as having lack of vocabularies and grammar mastery. The researcher concludes that the fairy tale video minimizes student's difficulties in writing narrative text. When the teacher uses fairy tale the student means are improved 69,26 up to 73,47.

Based on statement above there are many positive effects and the

advantages using movie in teaching writing narrative text. And it shows that movies are one of appropriate product of technology to use when we teach writing narrative text. Actually this research different with all the research above, the differences between this research and previous research is, in this research the writer tries to emphasize on action movie trailer not full length movie so it is not waste of time in the process of teaching and learning. While the previous research focuses on the following: First research is focused on film as media in teaching narrative writing interaction in teaching speaking process. For the second research focuses on The Use of Discovery Channel Video, to Teach Writing hortatory Exposition Text. Actually the research takes place in MAN 1 Kota Mojokerto. For the purpose on this research is expected to know student response and student improvement on writing narrative text after teach using action movie trailer.