

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher explains about the theories related to the study that has strong relation with the topic. This chapter includes the review of related literature about definition of writing, teaching writing, media for teaching writing, the English subtitle, and role of subtitle in movie as media of teaching, and previous studies.

A. Writing Skill

Writing is one of language skills in English beside listening, speaking and reading. Writing also has a role as media for people to write text. Writing requires an understanding of the information to be written needs right media. Writing takes practice continuously so that the writing becomes more developed and better than previous one. Then, writing should begin with practice and reading because person would be more accustomed to seeing texts and add knowledge and habits in writing. Writing skills can be a benchmark for one's ability to speak English. People who can write in English properly oftenly are good English at language skills. In addition, writing skills are very important skill in learning English. It also applies to young students, while taking a test at school or for adult students, while creating reports for both business and others.

B. The Essential of Writing

Writing is a creative process of expressing ideas in the form of written language for the purpose, for example to tell, persuade, or entertain people. Writing in English always indeed is seeing difficult for everyone, but when someone has mastered grammar and understand the steps in particular, especially the English language, it will be known that someone would find writing in English is not as difficult as thought. The easiest step in writing is to start by using words and simple grammar, and develop the ability to write by practices. When this process has been followed, it would be helpful to practice the activities are using about the English language, then writing in English is being easy for everyone.

Writing is a communication tool that has existed. In addition to talk the difference between writing and speaking as communication tools are only in how the ways to organize and express ideas alone. The following statement is supported by the statement of Jane that writing communication reflects overall achievement in language ability and learners develop communicator effectively. It is also supported by Bacon states that written communication involves expressing self actualization clearly, using language with precision; constructing a logical argument; note taking, editing and summarizing; and writing reports.¹ It means that communication also can be used by writing but the learners should know the kind of the text with precision because writing has many ways to share to the readers. The important of writing is how to

¹ Francis Bacon, *Communication Skills: Writing*, <https://www.kent.ac.uk/careers/sk/written-communication.htm> : accessed 27/03/2014

produce the words and manage them so as to make the reader of the text understand what the author wished to convey. Emphasis does not only understand, but also the writing becomes a necessary condition so that the paper can also be qualified.

Generally, there are several types of writing. According to Grabe in his book, there are four kinds of writing, including:²

1. Expository Writing:

Expository writing is style of writing. it focus with relevant of facts and it does not include the opinions. This is one of the most common type of writing style, which and expository writing pushes the reader to see in text books and usually articles, in which the author tells us about a given subject, as how to do something.

2. Descriptive writing:

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of that event happened.

3. Persuasive Writing:

Persuasive writing, unlike Expository writing, contains the opinions, biasness and justification of the author. Persuasive writing is a type of writing which contains justifications and reasons to make someone believe on the point the writer is talking about. Persuasive

²Grabe William, *English language; Academic writing; Applied linguistics; Rhetoric; Study and teaching; Foreign speakers*, (New York : Longman 1996) p.38

writing is for persuading and convincing on the point of view. It is often used in complaining letters, when writer provides reasons and justifications for the complaint; other copywriting texts, T.V commercials, affiliate marketing pitches etc. are all different types of persuasive writing, where author is persuading and convincing on the media

4. Narrative Writing:

Narrative writing is a type of writing in which the writer as the character narrates the story. Novels, short stories, novellas, poetry, biographies can all fall in the narrative writing style. Simply, narrative writing is an art to describe a story.

In conclusion these are the four different types of writing that are generally used. There are many sub-types of writing which may fall in any of those categories. The writer must know all these styles, so as to identify the writing style which feels comfortable, or which make audience likes to read. In essential for making a good writing, knowing main points of text makes someone presents communicative writing and enjoyable for the reader.

C. Media For Teaching Writing

Writing is a difficult thing to do, especially for students who are still in school at the second level. This is because in developing countries such as Indonesia, English is still regarded as a foreign language or second language.

This is because the effect of the main factors, namely the language habits. In addition, writing habits can also improve other skills indirectly as reading and vocabulary. The ideas into a complete text in writing can be read and understood by the reader. This difficulty is often experienced by all students, especially at the second level.

The difficulty of writing is to put the ideas in the text. This is reasonable because it is difficult to organize the ideas into readable text. Furthermore, good writing is some practices and clear explanation from the teacher. Another aspect that should come into consideration of the teacher in teaching writing is always motivating the students to write. Roger and Horn stated that writing requires special attention to motivational conditions.³ Four clusters of conditions are proposed as keys to developing motivation: nurturing functional beliefs about writing, fostering engagement using authentic writing tasks, providing a supportive context for writing and creating a positive emotional environment can increase the writing willingness. It is important for teacher to make students get motivated of what they write about. A student with a good mastery in elements of good writing may not be able to write well. In this case, a teacher should be creative in teaching writing by offering students an interesting and useful strategy.

There are many media or aids made to specific goals of the skills. Teachers not only have to use a medium which is used for writing, but also can adopt a wide range of media that can be used as a specific media from a

³Roger burning and Cristy horn, *Developing motivation to write*, (Taylors' Francis Online, 2010), Vol. 52, pp.25-37.

variety of specific skills. It is based on the use of form of support from the media, especially in adding the success of teaching writing. No matter where and who the most important form of such use is for the good and not out of the context of the subjects they are encouraged to use the media as a material for the media to write into English language.

The main purpose of teaching media is to help students understand about what the teacher is explaining. It minimizes the students' boredom wherever the teacher leads the teaching and learning process by doing a classic ways. In this case the important is the teacher can show and realize how useful and effective the teaching media there. Variety in the classroom was considered necessary to be regarded as a creative teacher and managed to build awareness in learning previously considered boring into effective learning. This is supported by Mariposa who states that there are many short audio and video podcasts available that are great for teachers' classroom.⁴

There are many kinds of available media for teaching such as audio, visual, and also audio-visual media. The usability and the effectiveness of the instructional media depend on the teacher. The most important is teacher must be creative in developing and using the media, and the use of media should also be made relevant with the objectives of the teaching and learning process in the class.

A suitable media essentially choose the most appropriate to write.

According to some experts the most suitable for the skill of writing is a visual

⁴Mariposa Street, *How to Use Science Media Effectively for Enhancing Teaching and Learning*, (San Francisco : KQED Educational Network , 2008), p.45

medium. Teachers must be very selective and choose the most suitable among all media offered in the visual media. Iris explained that the advantages of using visual media to students in teaching and learning are as follows:⁵

1. By using visual media student will catch the illustrations which must be based on the past experience of the viewer.
2. The picture of movie is simple and present not only one idea.
3. The picture should be realistic and in keeping with the cultural beliefs.
4. Visual media is most easily understood.
5. A picture showing only part of an object or person may not be understood, or even be seen as ugly.

It is important to create a good and fun situation so that the students can easily get the points of what the teacher is explaining. It is supported by Wright who stated that using visual media or something that helps them to make the students understand and it makes the teaching and learning process more effective, communicative and interesting.⁶ In this case, if movie does not clear for showing, it can be given a helpful media like subtitle as media to share the idea. In this case, subtitle is a part of visual media and it may become one of the suitable visual and audio-visual media for teaching media used as learning media.

⁵Iris Hayden Stober and Barry H. Wecker. *The Church Health Educator*, (Macmillan Publishers 1989), p.5

⁶A Wright, *Visual Material for the Language Teacher*,(Hongkong : Wilture Enterprise Ltd , 1983), p.15

D. English Subtitle

Generally, teaching and learning process is activity which shared information between teacher and students. The point in the learning process is how the information will be communicated and students will understand the learning outcomes. Difficulty in learning is often found, and then there is need for proper media in delivering the learning outcomes that can later be successfully delivered to students. One of the teachers' offering was rated effectiveness by using a visual and audio visual medium where an advantage of visual or audio-visual media is that students can use them for as long as they need processing information. All media especially visual and audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears; but their eyes are basic in learning. River claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.⁷ The effective media in visual or audio-visual which is used basic eyes is movie.

Movie is motion pictures work consisting of a series of related images that, when shown in succession; impart an impression of motion, together with any accompanying sounds. There are two motion pictures, First is published motion picture and the second is unpublished motion picture. For the published motion pictures, it sends a separate description of the nature and

⁷Rivers, W.M, *Teaching Foreign-Language Skills*, (The University of Chicago Press: Chicago,1981). p.399

general content of the work—for example, a shooting script, a synopsis, or a press book; and the second is unpublished motion picture. For unpublished motion pictures, it sends a copy of the work containing all the visual and aural elements covered by the registration. An alternative deposit option is available for unpublished motion pictures.⁸ The problem also appears in the video and movies understand. Understanding is one of the important elements. This can be taken by using a part of the media itself, namely subtitle. It is agreed by Lambert who said that quoting the information from the movie is some real examples to show the importance of the subtitles. Many people at relatively advanced stages in second language experience have great trouble following the recordings of vocalists in second language. To catch the message of the subtitle, they are often forced to play and replay a record. So by using the subtitle it will make listener become reader at the same time. Through subtitle, someone can easily get the point of what other people try to say even though he becomes from different background of nation and language. It happens because subtitle provides easy way to understand. Subtitle is some text read by viewers when they disengage to some degree from both the visuals and audio of a movie. The purpose of this subtitle is to protect the persons' limitations.

1. Types of subtitle

Subtitles can be used to translate conversation from a foreign language into the native language of the audience. It is not only the

⁸Library of congress, *Copyright Registration for Motion Pictures, Including Video Recordings*, (United states copyright office, 2014), p.45

quickest and cheapest method of translating content, but is also usually preferred as it is possible for the audience to hear the original conversation and voices of the actors. Based on the duration of the movie there are two kinds of subtitles:⁹

a. Sub-Rip

Sub-Rip is one of the more popular text-based subtitle formats. Since most subtitles are still ripped from DVDs they must be created using Optical Character Recognition. Sub-Rip is the first program with ability creating SRT subtitle files. This subtitle commonly found in encoded AVI or Audio Visual Interleave files.

b. Sub-Station Alpha

Sub-Station Alpha is one of the older text-based subtitle formats. It became popular for adding subtitles to anime, which before the birth of video disk was generally only available in the original Japanese without subtitles, or dubbed into another language. SSA or Sub Station Alpha subtitles generally have been replaced by Sub-Rip's Sub-Rip Caption format.¹⁰

And for this research, researcher uses Sub rib subtitle as english movies' subtitle because this subtitle matches with the types of movies that using AVI files.

⁹ Grimes T., *Video and audiovisual media to improve technology research educational*, (1994), Vol.56, pp.11-20.

¹⁰Wikipedia, *Subtitle(Captioning)*,
[http://en.wikipedia.org/wiki/Subtitle %28captioning%29](http://en.wikipedia.org/wiki/Subtitle_%28captioning%29) accessed:05/04/2014

2. Advantages of subtitle

Every year, online and hybrid-style classes become more common at the university level. In these virtual classrooms, instructors use online videos to present new material instead of physically teaching and learning process in front of students. Especially in movie, many people like this media to practice in the class as a media to learn. Subtitle helps student to understand the movie because it has advantages. Beside, it can be a straight transcript and also it translated into a different language.¹¹ This proves particularly useful to international students who do not natively speak the language in which class material is taught. It means that subtitle pressures students to write the subtitle given but it helps students to interpret the meaning and write as like they remembered.

E. English Subtitle and Media For Teaching Writing

In research, communication is the act of imparting, transmitting or interchanging thoughts, opinions, or information by writing.” That meaning seems quite simple. To become as effective as these people, most of us need to acquire an understanding of the steps involved in any written communication as well as learn about the barriers that keep our messages from getting through correctly. Subtitle is the visual and audio media to communicate, that media is called dual system. Paivio and Begg assumed that

¹¹Krystal McGlaun and Goerge Hollich,*The Effect of subtitle on subject matter comprehension english language video*,
http://www.purdue.edu/hhs/psy/undergraduate/documents/McGlaun_Poster.pdf accessed:05/04/2014

the two systems, visual and auditory, are related to the sensory modality and the two systems are presumed to be interconnected but capable of functioning independently.¹² It is also supported by a study by Snyder and Colon state that the influence of both audio and visual aids on facilitating second language acquisition. It was found that the group provided with additional audio-visual aids performed significantly better in writing ability.¹³

Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write. They forget that the real purpose for writing is to send a message to the reader. Sometimes writer does not mind readers. The writer may reason that if he/she can understand it, others will also be able to follow his/her train of thought.

The use of English movie's subtitle in writing activities may give the motivation and fun situation. Subtitle is useful and help student to give such a brainstorming and understanding. English movies' subtitle also helps the student visualize the word of subtitle when it lost and remember objects' speaking in the movie before students start to write.

¹²Paivio A, *Mental representations: a dual coding approach*, (England: Oxford University Press, 1986) p.87

¹³Snyder H and Colon I, *Foreign language acquisition and audio-visual aids*, (Foreign Language Annals:1988), Vol.21(4), pp.343-384.

F. Review of Previous Studies

In previous studies, several similar studies found about media and movies as English learning. Some research to determine the impact of subtitled English as a medium to enhance the student's ability to learn English, especially the development of skills. The first study found about Po Shun Wong research which found that the subtitle is very useful in the vocabulary as an object and British news media.¹⁴ The same study which supporting previous study also found in the book of Media Consulting Group which is entitled “studies on the use of subtitling; potential of subtitling to encourage foreign language” which found that subtitle can help english teacher foreign language speaking when they do not speak clearly.¹⁵ Other research from Garza who cited benefit of English subtitles to improve the skills of students.¹⁶ Garza found that an increase in understanding and memorizing description language for advanced learners. Similar results were found by Neuman and Koskinen in experiments with advanced EFL students, they found that the video shows better results in the recognition new vocabulary and work to solve the problems about language.¹⁷ Furthermore, Baltova reported a positive effect of information on skills and also relatively inexperienced students found better performance on verbal recognition tasks

¹⁴Wong Po Shan, *The Effectiveness of learning vocabulary through English news subtitle: A case study with Hong Kong ESL Learners*,(University of Hong Kong, 2010), p.8.

¹⁵Media Consulting Group, *Study on use of subtitling*. (Directorate-General Education and Culture: European Commission, 2011). pp.16-18

¹⁶Garza T.J. *Evaluatingthe use of captioned video materials in advanced foreign language learning*, in: “*Foreign Language Annals*”, (1991), Vol. 24 (3), pp. 239-250.

¹⁷Neuman S. & Koskinen P, *Captioned Television as comprehensible Unit: Effects of incidental Word Learning from context for Language Minority Students*, in: “*Reading Research Quarterly*”, (1992), Vol. (1), p.27

when the participants were presented with a standard text.¹⁸ However, all of them draw the same conclusion that the English subtitles are more referential media as a medium for teachers who used as a medium for improving students' skills in understanding the English language.

The purpose of this study proves what the subtitle can understand and memorize vocabulary at all levels of proficiency. Subtitling also seems to play some role in facilitating language acquisition, but the extent of this role is still debated. Grimes have tried to do research that ultimately found that a high level of correspondence between audio and video channels to take attention, especially for students in the intermediate level to understand using first language without media. And the result of that research is unsuccessful¹⁹ Less negative impacts can be mitigated to understand text. Baltovas' study showed that scene where the text dialogue that is supported by the actions or body language tends to be more easily understood by students of foreign languages than scenes with static images and audio without dialogue.²⁰ Duquette and Painchaud examined the comparison between the images and audio on the vocabulary learning. Those research proved that images more interesting than audio. it has examined to intermediate level in canada.²¹ The final research from Vanderplank showed that his research proved advantages

¹⁸Baltova I, *Impact of video on the comprehension skills of core French students*, in: "Canadian Modern Language Review", (1994), Vol. 50 (3), pp. 507-531.

¹⁹Grimes T., *Audio-video correspondence and its role in attention and memory*, in: "Educational Technology Research and Development" (1990), Vol.38, pp.15-25.

²⁰Baltova I, *Multisensory language teaching in a multidimensional curriculum: The use of authentic bimodal video in core French*, in: "Canadian Modern Language Review", (1999), Vol 56, pp.32-48.

²¹Duquette, L., Painchaud G., *A comparison of vocabulary acquisition in audio and video contexts*, in: "The Canadian Modern Language Review/La Revue Canadienne des Langues Vivantes", (1996), Vol. 53 (1), pp. 143-171.

of the television text or subtitle in three famous channels in U.S has influenced to students' language learning.²²

On the whole, this current research is different from previous research where the research difference is in the focus of additional English movies' subtitle uses as a tool for students to identify and understand the contents of the movie for writing text. Previous research focused also more on learning vocabulary and listening, but this research focuses on learning writing. Other differences are that the writer focuses on the use of English movie at eight grade of a junior high school as media and object to teaching and learning process. It aims to motivate and try to increase the value by using the subtitle in English movies.

²²Vanderplank R., *The value of teletext subtitles in language learning*, in: "ELT Journal", (1988), Vol. 42 (4), pp. 272-281.