CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Writing

a. The Definition of Writing

Writing is the act of picking up a pencil and forming letters either by printing or writing the in cursive.[1] More than just picking up a pen or a pencil, writing starts with thinking about the idea and write it in a paper. Writing is speaking to others on paper or on a computer screen, writing is also an action, a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.[2] Generally, writing is one way to represent speaking through medium and writing takes long process because it goes through many stages. It starts with understanding what is expected of us in writing. Next, it involves thinking about what we are going to write and planning how we are going to organize it. The final steps involve writing, checking our work, and publishing.

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[1] Caroline T Linse, *Practical English Language Teaching: Young Learners,* (New York: McGraw-Hill, 2006), p. 98.

[2] Alan Meyers, *Gateways to Academic Writing,* (New York: Longman, 2005), p. 1.

Writing is talk written down; it involves remembering the sequence of sounds, the shapes of the letters, vocabulary, grammatical structures, and punctuation.[3] When writing, we have more time to think than we do in oral activities. We can go through what we know in our minds, and even consult dictionaries, grammar books, or other reference material to help us. Writing is a combination of process and product.[4] The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

From some definitions above, it can be concluded that writing is a way to produce language which represents by putting down words or idea to some medium. And it is a learned process that takes time and concentrated practice. By writing, we can communicate with other people and share our knowledge, idea, feeling, or anything that exist in our mind. To be a clear writer, you must first be a clear thinker.[5] We must learn how to write regularly and well for being a good writer. Because

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[3]Carol Hegarty, *Writing,* (United States: Saddleback Educational, 2000), p. 5.

[4]Caroline T. Linse, *Practical English Language Teaching: Young Learners,* p. 98.

[5]Carol Hegarty, *Writing*, p. 5.

being a good writer means we continually change, add to, and improve what we have already written.

b. Process of Writing

The writing process is the stages a writer goes through in order to produce something in its final written form.[6] It is comprises the mechanics by which writers create publishable product and also the method all writer use to generate idea, choose, and organize these ideas, write, and revise their pieces, and format them for publication.

Writing is done in 5 steps; prewriting, writing, revising, editing, and publishing.[7]

1) Prewriting

Prewriting is the first step in writing process. In this step, you gather ideas to write about.[8] In this important first step, writer is given an opportunity to prepare, to write, and to collect their ideas and thought without worrying about grammar, exact word choice, spelling, or punctuation. If done properly, it

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[6]Jeremy Harmer, *How to Teach Writing,* (Longman: Pearson Education Limited, 2004)*,* p. 4.

[7]Caroline T. Linse, *Practical English Language Teaching: Young Learners,* p. 102.

[8]Alice Oshima and Ann Hogue, *Writing Academic English,* (New York: Addison Wesley Publishing Company, 1996), p. 2.

can ease writer in writing without any hesitation or worry.

Prewriting can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.[9]

a) Brainstorming

Brainstorming is a prewriting activity in which we come up with a list of ideas about topic. We quickly write down a list of ideas that come to our mind as we are thinking about general subject or a specific topic.

There are four steps in brainstorming;

(1) Write down general subject or specific topic.

(2) Make a list of everything that comes to mind about it.

(3) Use word, phrases, or sentences. Do not worry about the order of ideas, mechanics, grammar, or spelling.

(4) Keep writing down whatever comes to mind. Do not be concerned if repeat several ideas.[10]

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[9]Alan Meyers, *Gateways to Academic Writing,* p. 6.

[10]Alice Oshima and Ann Hogue, *Writing Academic English,* p. 68.

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b) Clustering

Clustering is a prewriting technique used by writers to produce ideas.[11] It is visual way of showing how our ideas are connected using circles and lines. In clustering, we write our subject in the middle of the page and then circle it. We write related ideas around the circle as they occur to us. Then, we circle the ideas and connect them to our subject circle. These related ideas are like branches. We can add more branches to the subject circle or to related ideas as they occur to us.

2) Writing

After we have finished in prewriting, we can continue to next step. In writing step, writer writes down all of their ideas. At this point do not worry about being perfect. Do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible. New ideas will come to us later, and we may discover a better arrangement of ideas. The first version of writing is called draft.

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[11]Alice Oshima and Ann Hogue, *Writing Academic English,* p. 48.

The next step is rewriting the first draft. Rewriting consist of two parts; revising and editing.[12]

3) Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together. When revise paragraph, check the organization of paragraph and look at the idea. Ask our self-questions like these:

a) Does the paragraph have unity?

b) Are there enough minor supporting ideas for the major supporting sentences?

c) Do the supporting sentences have good coherence?

d) Is there good cohesion?[13]

4) Editing

In this process, focus on grammar, word choice, verb forms, punctuation, and spelling.[14] Proofread work to make sure that there are not any content errors or grammatical or spelling errors. Proofreading means carefully examining the final

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[12]Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate,* (New York: Pearson Education, 2008), p. 38.

[13]Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate,* p. 39.

[14]Alan Meyers, *Gateways to Academic Writing,* p. 11.

copy again check the correction we made.[15] When we edit our paragraph many of our mistakes may be eliminated. We should always edit our writing after we revise it. Because almost impossible to write a perfect paragraph on first try.

5) Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with other.[16] The written piece is rewritten in a published or presentable form, on special paper or on a computer so that it can be displayed or shared.

Writing is not easy, it needs process and practice. If follow 5 steps in writing process, and practice it, we can write a text correctly.

c. Characteristic of an Effective Paragraph

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.[17] It

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[15]Alan Meyers, *Gateways to Academic Writing,* p. 11.

[16]Caroline T. Linse, *Practical English Language Teaching: Young Learners,* p. 109.

[17]Alice Oshima and Ann Hogue, *Writing Academic English,* p. 6.

means each sentence is related to and develops the central idea.

There are two characteristic of an effective paragraph:[18]

a) Unity/Cohesion

It is important for a paragraph to have unity. When a paragraph has unity, all of the sentences in it discuss only one idea.[19] The unity is synonymous with oneness. It means that, paragraph discusses only one main idea from beginning to the end and every supporting sentence must directly explain or prove the main idea.

b) Coherence

Besides unity/cohesion, every good paragraph in a composition must have coherence. One way to achieve coherence is through the use of transition signals. Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence.[20] Transition signals are expressions like *first/second, moreover, however,* and *in brief.* It makes the movement between sentences in a

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[18]Jeremy Harmer, *How to Teach Writing,* p. 22-24.

[19]Alice Oshima and Ann Hogue, *Writing Academic English,* p. 98.

[20]Alice Oshima and Ann Hogue, *Writing Academic English,* p. 100.

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paragraph smooth, so the reader does not have problems understanding the writer's ideas.

d. Purpose of Writing

There are at least three purposes in writing:[21]

1) Informative writing

Writer uses informative writing to share knowledge and give information, directions, or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculating on cause and effect, and developing new idea or relationships. This type of writing could include a biography.

2) Expressive/narrative writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces stories or essays. These types of writing are often based on observations of people, objects, and places and may include creative speculations and interpretations. This types of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

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[21]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners; Practical Approaches for Teachers,* (Great Britain: Longman, 1996), p. 137-138.

3) Persuasive writing

In persuasive writing, writer attempts to influence other and initiate action or change. This type of writing includes evaluation of a book, movie, customer product, or controversial issues. Writer uses higher- level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way.

e. **Teaching English Writing for Senior High School Students**

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English.[22] Writing is not a simple process. It is the activity in teaching learning process in which students are able to express their ideas, opinions, feelings, and organized them in a good arrangement. Writing also looks so difficult besides it takes long steps, so many genres of text in syllabus become the reason too. From that statement we can assume that writing is difficult task, moreover we have to teach writing skill to the other. This is hard assignment, especially for teacher who teaches writing skill.

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[22]Jeremy Harmer, *How to Teach Writing,* p. 31.

In teaching writing, the teacher is faced with some difficulties. It starts with explaining about writing in general, writing in specific such us types of writing, process of writing, and the requirements of good writing. Besides explain about writing, the teacher has to tell about the genre, the social function, the generic structure, the language feature of the text and many more that will be learned by students. Another problem is the age of students. The age of students is a major factor in making decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills. Jeremy Harmer describes learners in three levels; young children, adolescents, and adult learners.[23] Adolescents as Senior High School students may be the most exciting students of all. There are some characteristics of adolescent's learner, those are:[24]

1) They seem to be less lively and humorous than adults.
2) Identity has to be forged among classmates and friends; peer approval may be considerably more important for students than the attention of the teacher.

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[23]Jeremy Harmer, *The Practice of English Language Teaching,* (England: Pearson Education Limited, 2001), p. 81-85.

[24]Jeremy Harmer, *The Practice of English Language Teaching,* p. 38-39.

3) In discipline problems, they would be much happier if such problems did not exist.

4) If they feel bored, they may be disruptive in class.

5) For adolescent's learner, if they are engaged, they have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interest them.

Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them. For this reason, it is very important for the teacher to know how to teach writing well and enjoyable in order to make adolescent's student receive the material easily. In teaching writing and genre of text, the teacher can use interesting teaching medium to make students motivated and involved in learning process. One of the medium that can be used in teaching and learning writing is movie.

f. **The Tasks of Teacher in Teaching Writing**

When helping students to become better writers, teacher has a number of crucial tasks to perform. There are five tasks that teacher can perform in the class. Those are demonstrating, motivating and provoking, supporting, responding, and evaluating.[25]

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[25]Jeremy Harmer, *The Practice of English Language Teaching,* p. 41-42.

1) Demonstrating

Teacher has to explain the material and demonstrate it to students. This task can be an effective way to warm up students' knowledge about the material.

2) Motivating and provoking

When writing, students often find difficulties like 'lost for word', in this time the teacher can help, provoking students into having ideas or the teacher can give students the word that they need to start a writing task.

3) Supporting

This task is closely related with the teacher's role as motivator and provoker. Teacher need to be extremely supportive when students are writing in the class, always available, and prepared to help students overcome difficulties.

4) Responding

When responding, teacher reacts to the content and construction of students' writing supportively and makes suggestion for their improvement. When teacher responds to the students' writing, may not give a grade and judge it as final product.

5) Evaluating

When teacher evaluate students' writing, he can indicate where students make mistakes and may award grades in students writing.

2. Text

a. The Definition of Text

Text is words that put together to communicate a meaning.[26] We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a piece of text, we are interpreting its meaning.

A text is a social exchange of meanings.[27] The meaning of a sentence may have different meaning according to the context. We have to understand about meanings exchange in different points of sentence.

Creating a text requires us to make choices about the words we use and how we put them together. If we make the right choices then we can communicate with

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[26]Mark Anderson and Kathy Anderson, *Text Types in English,* (South Yarra: Macmillan Education Australia, 1997), p. 1.

[27]M.A.K. Halliday and Ruqaiya Hasan, *Language, Context, and Text: Aspect of Language in Social-Semiotic Perspective,* (Hongkong: Oxford University Press, 1984), p. 11.

others. Our choices of words will depend on our purpose and our context.

b. **Types of Text**

There are two main categories of texts. They are literary and factual. Within these are various text types. Each text types have a common way of using language.

1) Literary text

Literary text is a text that appeals to our emotion and imagination. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas. Media text such as movies, videos, television shows and CDs can fall in this category. There are three main text types in this category: narrative, poetic and dramatic.

2) Factual text

Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement, announcement, internet website, current affairs shows, debates, recipes, reports and instructions. The main text types in this category are recount, explanation,

discussion, information report, exposition, procedure and response.[28]

3. Genre

a. The Definition of Genre

Genre is a term for grouping texts together, representing how writer typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres; each has a specific purpose, an overall structure, specific linguistic features, and is shared by member of the culture.[29] Genre encourages us to look for patterns, or the ways that texts are rhetorically structured to achieve a social function. Every kind of genre has different social function, different schematic or generic structure, and different language features. Whatever genre we choose, be sure we know the true meaning of each word we use, consulting our dictionary and thesaurus whenever we are unsure about the spelling or context of a word or phrase.

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[28]Mark Anderson and Kathy Anderson, *Text Types in English,* (South Yarra: Macmillan Education Australia, 1997), p. 1-3.

[29]Ken Hyland, *Teaching and Researching Writing,* (United Kingdom: Pearson Education Limited, 2009), p. 15.

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b. Kind of Genre

Text can be classified into several types. The term of 'type' is sometime stated as 'genre'. These types of text are:[30]

1) Narrative

Narrative is genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2) Spoof

Spoof is genre which has social function to retell event with a humorous twist.

3) Recount

Recount is genre which has social function to retell events for the purpose of informing or entertaining.

4) Report

Report is genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

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[30]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* (New South Wales: Antipodean Educational Enterprise, 1995), p. 192-208.

5) Analytical Exposition

Analytical Exposition is genre which has social function to persuade the reader or listener that something is the case.

6) News Item

News Item is genre which has social function to inform readers, listeners or viewer about events of the day which are considered newsworthy or important.

7) Anecdote

Anecdote is genre which has social function to share with others an account of an unusual or amusing incident.

8) Procedure

Procedure is genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9) Description

Description is genre which has social function to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory Exposition is genre which has social function to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation is genre which has social function to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

12) Discussion

Discussion is genre which has social function to present (at least) two points of view about an issue.

13) Review

Review is genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

14) Commentary

Commentary is genre which has social function to explain the processes involved in the information (evolution) of a socio-cultural phenomenon, as though a natural phenomenon.

4. **Narrative Text**

a. **The Definition of Narrative Text**

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the reader. Narrative deals with problematic

events which lead to a crisis or turning point of some kind, which in turn find a resolution.[31]

The basic purpose of narrative is to entertain, to gain, and hold a readers' interest. However, narratives can also be written to teach or inform, to change attitudes/social opinions. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

b. Social Function of Narrative Text

To amuse, to entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[32]

It can be concluded that the purpose of narrative is to entertain the reader or listener. Then, there will be complication or crisis which the problem arises. The resolution comes to solve the problem in narrative story.

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[31]Rachmat Wahidi, "Genre of the Text", http://rachmatwahidi, wordpress.com/. accessed on 26 November at 09.42 a.m.

[32]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* (New South Wales: Antipodean Educational Enterprise, 1995), p. 204.

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c. **Generic Structure of Narrative Text**

1) Orientation

   a) Introduces the characters and sparks the reader's interest in the characters.

   b) Tells the reader when, where, who, what, and why.

   c) Gives a hint about the problems which the characters will encounter.

2) Evaluation: optional

   a) Can occur as a separate stage but is also woven into the complication.

   b) Is where the storyteller comments on the events and makes them significant for the reader.

   c) Makes the reader care about what happens to the characters slows the action down and creates suspense which makes the reader want to find out what happens next.

3) Complication

   a) Something happens which the characters do not expect.

   b) The reader discovers the problem.

4) Resolution

   In which the problem is solved.

5) Re-orientation: optional

Which rounds off the story with a short comment on what happened or with a comment about the future lives of the characters. For example: *And they lived happily ever after.*[33]

d. **Significant Lexicogrammatical or Language Feature of Narrative Text**

Linda Gerot and Peter Wignell states that language features of narrative are:[34]

1) Focus on specific and usually individualized participant.

E.g.: *Cinderella, Elsa, and Snow White.*

2) Use of relational processes and mental processes.

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

3) Use of temporal conjunctions and temporal circumstances.

E.g.: *A few years ago, sometimes, once upon a time.*

4) Use of past tense.

E.g.: *Lived, stayed, and was.*

5) Use of verbal processes.

E.g.: *Said, told, and promised.*

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[33]Prastikawati, Entika Fani, and Siti Musarokah, *Writing 3,* (Semarang: IKIP PGRI, 2000), p. 15.

[34]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* p. 204.

6) Use of material processes.

E.g.: *The bomb exploded.*

e. **Types of Narrative Text**

There are many types of narrative text. They can be imaginary, factual or a combination both. They may include:

1) Fairy tale

A well-known story from folklore for children who often involve fairies or other magical characters.

2) Romances

A story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end.

3) Horror Stories

A story which attempts to scare the reader or listener with frightening events but which usually ends happily.

4) Adventure Stories

A story that includes exciting and dangerous events that characters have to solve.

5) Myths and Legends

Stories which belong to a particular ethic group and which attempt to explain the way of nature and the universe.[35]

f. Fairy Tale Narrative Text

Fairy Tale is one kinds of narrative text. Fairy tales is a well-known story from folklore for children who often involve fairies or other magical characters.[36] Moreover, fairy tales provide more scope for creativity than other text types, and what is more important; they can touch a place deep within our subconscious. They are much more than just stories; they are teaching that have been handed down from generation to generation, from which people learn about both the dark and bright sides of life. Most fairy tales all over the world share some dominant themes which consist of basic human themes, such as initiation to independence, family ties, obedience or disobedience to parents, female or male heroism, death and rejuvenation, gluttony and even cannibalism. So, we can conclude that fairy tales belong to the wider category of the narrative genre.

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[35]Rachmat Wahidi, "Genre of the Text", http://rachmatwahidi, wordpress.com/. accessed on 26 November at 09.42 a.m.

[36]Rachmat Wahidi, "Genre of the Text", http://rachmatwahidi, wordpress.com/. accessed on 26 November at 09.42 a.m.

g. Elements of Fairy Tale Narrative Text

There are some elements to consider when people write a fairy tale. They are as follows:[37]

1) Happens in the past.
2) Problem or series of problems.
3) Usually happy ending.
4) May involve the supernatural.
5) Realms not necessarily defined.
6) Usually a basic conflict between good and evil.

Fairy Tales are traditional stories in Europe. They are fantasy stories which are often about:

1) Kings and queens.
2) Dragon.
3) Young people.
4) Princes and Princesses.
5) Little magical people such as fairies, elves, goblins and leprechauns.
6) Animals which talk ad behave like humans.
7) Wizard and witches.
8) Beautiful children.
9) Wise old people.[38]

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[37]Rachmat Wahidi, "Genre of the Text", http://rachmatwahidi, wordpress.com/. accessed on 26 November at 09.42 a.m.

[38]Rachmat Wahidi, "Genre of the Text", http://rachmatwahidi, wordpress.com/. accessed on 26 November at 09.42 a.m.

These people and creatures live in fairy tale castles with dungeons and turrets, in enhanced forest, cozy cottages and pretty villages. All fairy tale people and creatures take part in imaginary, magical events.

h. **The Example of Narrative Text**

Cinderella[39]

Once upon a time, there lived a beautiful girl named Cinderella. She was the child of the famous King in one palace. Her mother died when she was still about ten years old.

One day Cinderella was very sad because she heard that her father will marry with the woman who had two children. Cinderella's mother and two of her step sisters were very cruel with Cinderella. She was ordered by them to do all the house work every day and she might not to have a friend anymore.

One night in the other palace of kingdom there lived the handsome who wanted to find a friend for his wife as a queen. The prince invited all the girls to come to his party. Cinderella wanted to come to his party.

Suddenly come to her room a fairy. She helped Cinderella to prepare for coming to the party. A coachman

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[39]Maria Arina Luardini and Natalina Asi, International Journal of English and Education, *An Analysis of Linguistic Competence in Writing Texts by Teacher in Palangka Raya,* (Pontianak: Universitas Tangjungpura Pontianak, 2013), p. 12-13.

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ready to bring Cinderella and a fairy said to her "You must go home before late at night".

When Cinderella was dancing with the prince, she forgot the time was over. She quickly went home and her shoes left in front of the palace.

Tomorrow morning the prince with armies walked around the village to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the palace and they lived happy there.

5. **Medium**

   a. **The Definition of Medium**

   The word "media" is derived from Latin *Medias* that means "between" or "mediator". Media is intermediary or mediator a message from sender to receiver message.[40] According to Gerlach and Elly as quoted by Azhar Arsyad, said that a medium broadly conceived is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes.[41] In addition, Gagne and Briggs that was quoted on Azhar Arsyad's book said that "Medium is devise used to deliver content of material

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[40]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 3.

[41]Azhar Arsyad, *Media Pembelajaran*, p. 3.

which includes some of books, recorder, video, film, photograph, picture, television, and computer.[42] In other words, "Medium is a component of learning source or physical vehicles that consist of instructional material in students' environment which can motivate students to learn".[43]

Based on those definitions, it can be concluded that medium are instruments that can send and transmits learning message. Medium is everything which used to channel information from the sender to the receiver which can stimulate students to get knowledge skills, creativity and attitude. The use of medium is very needed to reach the purpose of teaching and learning process. By using an appropriate medium, it is hoped that the teaching learning process becomes interesting and makes students interested and motivated to learn and follow the material.

b. **Classification of Medium**

According to Azhar Arsyad, teaching medium can be classified in to three kinds, they are:

1) Visual medium : It is media that can be seen such as pictures, diagram, map, graphics, etc.[44]

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[42]Azhar Arsyad, *Media Pembelajaran*, p. 4.

[43]Azhar Arsyad, *Media Pembelajaran*, p. 4.

[44]Azhar Arsyad, *Media Pembelajaran*, p. 89.

2) Audio medium : It is teaching medium that can be heard such as radio, music or song, tape, cassette, mp3 player, etc.[45]

3) Audio visual medium : It is teaching media that can be seen and heard such as movie, video, television, etc.[46]

In this research, the writer uses audio visual medium (movie) as an alternative medium to make students motivated, enjoy, and pay attention to the material.

6. **Movie**

   a. **The Definition of Movie**

   Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.[47] In other definition, movie is a film shown in a cinema or on television and often telling a story.[48] Movie is same with film, but in this research the writer uses movie because it is more appropriate for the title of this research.

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[45]Azhar Arsyad, *Media Pembelajaran*, p. 44.

[46]Azhar Arsyad, *Media Pembelajaran*, p. 30.

[47]http://www.thefreedictionary.com/movie. accessed on 30 November at 11.47 p.m.

[48]http://dictionary.cambridge.org/dictionary/english/movie. accessed on 30 November at 11.47 p.m.

Movie can be an effective medium in teaching narrative text writing because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). Movie makes learners, especially in Senior High School level students more interested, motivated and creative.

b. **Types of Movie**

Bordwell and Thompson that was cited on Tatum Ariesya Akmala's thesis defined the types of movie as follow:[49]

1) Documentary Movie

A documentary movie supports to present factual information about the world outside the movie. As a type of movies, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary movies, they are:

a) Compilation movies: produced by assembling images from archival sources.

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[49]Tatum Ariesya Akmala (063411047), The Use of Animated Film to Improve Students' Ability in Writing Narrative Text" (A Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri Pemalang in the Academic Year of 2010/2011)", *Thesis* (Semarang: Tarbiyah Faculty, IAIN Walisongo Semarang, 2011), p. 25-26.

b) Direct cinema: recording an ongoing event 'as it happens' with minimal interference by the moviemaker.

2) Fictional Movie

A fictional movie presents imaginary beings, places or events. Yet, if a movie is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fictional movie stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3) Animated Movie

Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4) Experimental Movie

Some moviemakers set out to create movies that challenge orthodox notion of what movies can

show and how it can show it. Experimental movies are made for many reasons, they are:

a) The moviemakers want to express personal experience or view point.

b) The moviemakers may also want to explore possibilities of the medium itself.

c) The experimental moviemakers may tell no story but they may create a fictional story that will usually challenge the viewer.

c. **Fairy Tale Movie**

Fairy tale is a well-known story from folklore for children who often involve fairies or other magical characters.[50] A fictional movie presents imaginary beings, places or events.[51] From those statements, we can state that fairy tale movie as fictional movie.

Frozen is one kind of fictional movie that can be used to help teacher in teaching narrative text writing. Frozen is a well-known movie created by Chris Buck, Jennifer Lee and Shane Morris and this movie inspired by "The Snow Queen" by Hans Christian Andersen. Frozen

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[50]Rachmat Wahidi, "Genre of the Text", http://rachmatwahidi, wordpress.com/. accessed on 26 November at 09.42 a.m.

[51]Tatum Ariesya Akmala (063411047), The Use of Animated Film to Improve Students' Ability in Writing Narrative Text" (A Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri Pemalang in the Academic Year of 2010/2011)", *Thesis* (Semarang: Tarbiyah Faculty, IAIN Walisongo Semarang, 2011), p. 25-26.

is a successful movie with box office earnings of about one billion dollars, two Academy awards and powerful soundtrack that everyone likes and knows very well. This movie won the hearts of everyone who watched it. But apart from the quantifiable success achieved by this fictional movie, what really made people resonate with Frozen is the life lesson it portrayed. There are 12 life lessons reflected on the movie: family comes first, accept children for who they are, never apologize for being yourself, just because people shut you out does not mean they hate you, communicate, exercise self-control, be nice to people, channel your emotions in a constructive manner, allow yourself to dream, love does not always happen on the first strike, relationship take a lot work and true love has different faces.

Based on Frozen movie, students can learn many things. The story from this movie also can make students interested and motivated to follow the movie from beginning until the end. If students interested and motivated, of course they will pay attention to the movie and remember the content of the movie, the last they can write it in a paper to be a narrative text story based on their idea after watch Frozen movie. So, it is very reasonable to the writer to choose Frozen movie as medium in teaching narrative text writing.

d. The Advantages and Disadvantages Movie

There are some advantages and disadvantages of movie as a medium in teaching learning process. There are:

1) The advantages of Movie

   a) Seeing language-in-use

   One of the main 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.

   b) Cross-cultural awareness

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

   c) The power of creation

   When students make their own movie as medium in 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 moviemaker can provoke genuine creative and communicative uses of the language, with students finding them doing new things in English.

d) Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.[52]

2) The disadvantages of Movie

a) During playing movie, teacher cannot explain any material because it can disturb students' concentration.

b) Students cannot understand the movie well if it is played too fast.

c) It is difficult to repeat what is gone except playing it once more.

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[52]Jeremy Harmer, *The Practice of English Language Teaching,* p. 282.

d) If the listening equipment has bad quality, students cannot listen the sound of the movie clearly.

e) The equipment is expensive.[53]

e. Movie as One of Medium in Language Teaching

Teachers are expected to make activity in teaching learning process more interesting and they can make it through medium. Medium will give different situation which increase students' interest and motivation in teaching learning process than just explaining material without any medium to support. Medium is a component of learning source or physical vehicles that consist of instructional material in students' environment which can motivate students to learn.[54] With appropriate medium, the delivery of material will be transferred to students easily and it can allow them to involve in learning process.

Movie as one of medium in language teaching, it is belongs to audio visual medium. Movie can be effective medium in teaching learning process because it will make students feel relaxed and fun, so students will pay attention to the movie. Thus, they can remember the

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[53]Azhar Arsyad, *Media Pembelajaran*, p. 50.

[54]Azhar Arsyad, *Media Pembelajaran*, p. 4.

content of the movie, answer all of questions related to the movie and retell the movie to others.

By using movie, the teacher can give new situation which interesting in the class, different from what students usually get when the teacher just explaining material using conventional method. Through movie, students will have big enthusiasm in learning process. The teacher just needs to choose appropriate movie to deliver the lesson.

f. **Applying Fairy Tale English Movie in the Teaching of Narrative Text Writing**

The use of technological aids has increasingly become a common feature of the classroom. There is no doubt that technological aids will occupy as more central role in the second language classroom in the future. However, the potential that this new technology has to offer to language learning, we should not lose sight of the fact that it is the teacher, not the technology, who determines the quality of learning that takes places in the classroom.

One of technological aids that can teacher uses in classroom is movie. Movie can motivate students, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication can be

improved. Movie also can be used for rewriting or retelling story. Combine written texts with visual and audio medium more easily is the most significant of electronic medium.[55]

In this research, the writer uses fairy tale or fictional movie. The title is Frozen. The first aim of Frozen as fictional movie in teaching narrative writing is to help students in understanding the narrative text especially fairy tale narrative text such as the social function, generic structure, language feature and so on. Second, Frozen is medium to help students in writing because most of students are difficult to make a story based on their own idea and confuse to start their writing. Through Frozen, they can catch the content of movie and express it in writing. From Frozen, students will get overall description of movie such as character, characterization, plot, point of view, setting, theme, moral value and others.

Frozen is fairy tale movie that can be used for rewriting a story. Teacher can begin the lesson by giving some questions related to the movie and narrative text. After that, teacher asks students to make notes related to the movie such as character, characterization, plot, point of view, setting, theme, moral value and others. Teacher

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[55]Ken Hyland, *Teaching and Researching Writing,* p. 58.

should explain that students are not allowed to interrupt while the movie is playing because it can disturb students' concentration. If students find difficulties, they can ask teacher after the movie end. After give some instruction, teacher lets students to watch the movie.

After the movie end, teacher asks students to write a narrative text based on the movie. It means that students must share their idea, thought or anything that exist in their mind after watch the movie and focus on generating idea, organizing idea, revising it into good composition, editing, and publishing. By using Frozen movie, students will be more interested and motivated in learning narrative text writing. So, students' ability in narrative text writing will be improved because students can write narrative text correctly.

B. Previous Research

There are some researchers conducted in English writing.

1. Ika Aries Tantiya (2010/2011)

Her thesis is "Teaching Writing Recount Text through Movie" (An Experimental Research at the Tenth Grade of SMA N 6 Semarang in the Academic Year of 2010/2011).[56]

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[56]Ika Aries Tantiya (073411015), Teaching Writing Recount Text through Movie (An Experimental Research at the Tenth Grade of SMAN 6 Semarang in the Academic Year of 2010/2011)", *Thesis* (Semarang: Tarbiyah Faculty, IAIN Walisongo Semarang, 2011), p. ix.

According to her, writing is not a simple process. It is the activity in teaching learning process in which students are able to express their ideas, opinions, feelings, and organized them in simple sentences. It involves the mastery of all elements in the target language such as organization, content, grammar, punctuation, spelling, mechanics, and also style and quality of expressions. Consequently, students may have difficulties in doing the activity. Her thesis aims to teach writing a recount text for students by using short movie. The thesis was carried out under the consideration that students often encounter problems in implementing correct steps in writing recount text. One of problem solving is by using interactive medium such as short movie.

The research methodology was an experimental research. The writer gave writing test to gather the data. There are two tests: pre-test and post-test. The formula that was used to analyze the data was t-test. After the data had been collected by using test, it was found the pre-test average of the experimental group was 60.11 and control group was 61.33. While the post-test average of the experimental group was 77.22 and control group was 70.11. The obtained t-test was 3.243, whereas the t-table was 1.67 for a = 5%. The t-test score was higher than the t-table (3.243 > 1.67). It was meant that H_a was accepted while Hσ was rejected. Since t-test score

was higher that t-table, movie was effective media in improving students' recount writing in SMA N 6 Semarang.

The similarities between previous researches and the writer are the medium, skill, and research approach. The differences are on the research subject, genre of movie, genre of text, sampling technique, technique of data collection. The writer chooses tenth grade of SMA N 8 Semarang as the research subject and previous researches used tenth grade of SMA N 6 Semarang as the research subject. The genre of movie that used in the research, the writer uses fictional movie "Frozen" and previous researches used experimental movie (Mr Bean's Holiday). The genre of the text is also different, the writer uses narrative text and previous researches used recount text. The use of sampling technique is also different, while the writer uses cluster random sampling and previous researches used a simple random sampling. The technique of data collection that used in the research, the writer uses test and documentation, and previous research used test, interview, observation, and documentation.

2. **Tatum Ariesya Akmala (2010/2011)**

Her thesis is "The Use of Animated Film to Improve Students' Ability in Writing Narrative Text" (A Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri

Pemalang in the Academic Year of 2010/2011).[57] She did this study based on the phenomenon that many teachers still use conventional way to teach students and it will be difficult for students to achieve teaching and learning target. So, she uses animated film as a teaching medium to help teacher in teaching learning, especially in teaching learning writing narrative text. The method of the research was descriptive quantitative. Data were obtained by giving test to students X.5 before and after the teacher using animated film. The instruments that were used to collect the data were test as a main instrument and observation checklist as a second instrument. The result of the research shows that animated film can improve students' ability in writing text because students can catch the idea because they watch and know the plot. It proved by the mean of pre cycle test was 46,2. The result of the test from cycle 1 the mean was 50,8, 63,3 for cycle 2, and 70,7 for the cycle 3.

The similarities between previous researches and the writer's research are on the medium, skill, and genre of the text. The differences are on the research subject, genre of movie, genre of narrative text, and research approach. The

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[57]Tatum Ariesya Akmala (063411047), The Use of Animated Film to Improve Students' Ability in Writing Narrative Text" (A Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri Pemalang in the Academic Year of 2010/2011)", *Thesis* (Semarang: Tarbiyah Faculty, IAIN Walisongo Semarang, 2011), p. v.

writer chooses tenth grade of SMA N 8 Semarang as the research subject and previous researches used tenth grade of Madrasah Aliyah Negeri Pemalang as the research subject. The genre of movie that used in the research, the writer uses fairy tale English movie "Frozen" and previous researches used animation films (Timun Mas, Kung Fu Panda "Holiday", Kung Fu Panda "The Secret of Furious Five", and Kung Fu Panda). The genre of the narrative text is also different, the writer uses fairy tale and previous researches used adventure and myth or legend. The use of research approach is also different, while the writer uses an experimental research and previous researches used a classroom action research.

C. **Research Hypothesis**

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word "*hypo*" that has meaning under and "*thesa*" that has meaning correctness.[58]

In this research, the hypothesis can be stated as follow:

Hσ : The use of movie is not effective in teaching students' narrative text writing.

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[58]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p. 110

H$_a$: The use of movie is effective in teaching students' narrative text writing.

Based on the result of those literature review and previous research, the writer conclude that there will be significant difference (H$_a$) of the student's narrative text writing skill between the students who taught by using movie as an aid and the students who taught without using movie. The students who taught by using movie will get the better score. It means that "The use of movie in teaching students' narrative text writing skill" is effective. So, the null hypothesis (Hσ) was rejected.