CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Writing Concept

Writing is functional communication, making learners possible to create imagined worlds of their own design. ¹ It means that through writing, learners can express thought, feeling, ideas, and experiences or convey a specific purpose. The purpose of writing is to give some information. The other meaning of writing is a communication activity to convey literally information to other person using writing language as its medium².

The ability to express the ideas in writing form especially in foreign language with reasonable coherence and accuracy is a major achievement. Many native speakers of English never truly master this skill.³ It is the main role for the teacher in setting writing task, to encourage the students to define for themselves the message they want to send and the

¹ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

² H. Dalman, *Keterampilan Menulis*, (Jakarta: Raja Grafindo Persada, 2014), p. 3

³ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Thomson Learning, 2001), 3rd ed. p. 206.

audience who will receive it. Then, the message that the students want can be understood well.

Writing prosecutes students to focus on generating idea, organizing sentences coherently, revising them into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. Writing process is the stages that a writer goes through in order to produce something before to be a final draft.⁴ There are four processes of writing: the first is planning. It involves forming an internal representation of knowledge to be used in composing. Planning, includes generating ideas by retrieving relevant information from memory or other sources. These ideas may be well formed or fragmentary.⁵

At this stage, the writer must think about three main issues. Those are the purpose, the audience and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, but also the

 $^{^4\,\}mbox{Jeremy}$ Harmer, $How\ to\ Teach\ Writing,$ (England: Pearson, 2001), p.4.

⁵ Dale H. Schunk, *Learning Theories: An Educational Perspective*, (Boston: Pearson, 2012), 6th ed, p. 335.

information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing but also the choice of language. Thirdly, the writer has to consider the content structure of the piece. It means how the writer sequences the fact, ideas, or argument. This stage is often called by prewriting process. Pre-writing can be defined as a way of warming up the brain before write.

Next step is drafting and organizing. In this stage, the generated idea is used as a guide in writing. First thing that must be noticed is, the writer has to begin with a topic sentence that states the main ideas, include several sentences that support the main idea. The other thing is to use signal words to help the reader understand how the ideas in paragraph are connected. Then organizing is making cohesion among sentence parts and coherence across sentences. In this stage, to define the writing goal is really important. Goals are substantive and procedural. Substantive means something that the writer wants to communicate and procedural is how to communicate or how points should be expressed.

⁶ Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education Inc., 2003), p. 41.

⁷ Dale H. Schunk, *Learning Theories: An Educational Perspective*, p. 335.

The last step of writing process is reviewing. It consists of evaluating and revising. Reviewing occurs when writer reads what they have written as a precursor to further systematic evaluation and revision. During reviewing, writer evaluates and modifies plans and alters subsequent writing.

2. Characteristics of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey the meaning. To write well, the writers need to know the characteristics of a good writing, they are⁸:

a. Coherence

Coherence means the connection of ideas at the idea level. It refers to the rhetorical aspects of the writing text which includes developing and supporting the argument, synthesizing and integrating reading, organizing and clarifying ideas.

b. Cohesion

Cohesion is the connection of ideas at the sentence level. Basically, the cohesion of writing focuses on the grammatical aspects of writing. When a paragraph has cohesion, all the sentences connect to each other and

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 $^{^{8}}$ Chintya A Boardman, Writing to Communicate Paragraph and Essay, 3^{rd} (Essex: Pearson Longman, 2008), p. 18.

support the topic sentence. The methods of connecting sentences to each other are called cohesive device. Four important cohesive devices are; connectors, definite articles, personal pronoun and demonstrative pronoun.

c. Unity

The last characteristic of good writing is unity. A paragraph is united by mutually supported sentences. Unity means all sentences within the paragraph are related to the main point. All sentences in paragraph should on the one thing expressed in topic sentences: all of the sentences stick together.

As an addition, David Nunan states that the successful writing involves; mastering the mechanics of letter formation, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one is intended meaning, organizing content at the level of paragraph, polishing and revising one's initial efforts and selecting an appropriate style for audiences.⁹

⁹ David Nunan, *Designing Task for the Communicative Classroom*, (New York: Cambridge University Press, 1989), p. 35.

3. Genre

Genre is used to refer to particular text-types. It is a type or kind of text, defined in terms of its social purposes, also the level of context dealing with social purpose ¹⁰. Genres are classified according to their social purpose and identified according to the stages they move through to attain their purpose.

There are fifteen types of genre but the writer chooses recount text as a material in this study. Recount is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

4. Recount Text

Recount is a piece of text that retells past events, which is usually told in order in which they happened. The social function of Recount text is to retell events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. Interpersonal meanings occur scattered throughout a text, if they are there at all. Recounts are used in most subjects to show memory of a series of events as in accounts of a science excursion, everyday life in another time

¹⁰ Anderson, *Text Types in English 1&2*, (South Yarra: Mcmillan Education, 1997), p. 1.

or culture. Personal letters to friends are often recounts of experience. 11

There are three generic structures for constructing a written recount; orientation, events and re-orientation. Orientation is information on the context of the recount. Events are paragraphs which contain records of the events in temporal sequence. Then Re-orientation is a closure of the text. ¹² It shows that orientation paragraph has function to lead the readers to the context. It is continued by sequence of events, which tells the context of the text. Then it is concluded in re-orientation.

The language features of recount text are; the use of nouns and pronouns to identify people, animals or things which are involved in the text. Then, use of action verb to refer to the events like; went, helped, saw etc. As a mark of past event, recount text is using past tense to retell the events for example; Jack was here, I wanted to go to beach etc. The use of conjunctions and time connectives to sequence the events. For example; and, but, then, after, before, next etc. The other language feature of recount text is the use of adverbs and adverbial phrases to indicate place and time like; we slept at

¹¹ NSW Department of School Education, *Book 1: An Introduction to Genre-Based Writing*, (New South Wales: NSW Dept. of Education, 1991), p.24.

¹² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.194.

my uncle's home, we were so carefully, etc. Last, use of the adjective to describe the noun like; beautiful, soft, black, etc. 13 below is the example of recount text. 14

Forklift Fatty Improving

Lead Paragraph That provides orientation Two months after being carried out of his bedroom window on a fork lift, Michael Hebranko returned to his New York home yesterday 110 kilograms lighter and was able to use the front door.

Recounting What Happened Mr. Hebranko, 43, still required the help of seven paramedics to climb the four steps to the entrance of his house. After each step he had to rest to catch his breath.

¹³ Alexander Mongot Jaya, *English Revolution*, (Jepara: Mawas Press, 2008), p.6.

¹⁴ Anderson, Text Types in English 1-2, p.68.

Sentence Paragraphs Since he was hospitalized two months ago Hebranko has shed about 110 kilograms from his 350-kilograms body. When asked how the near-fatal experience has changed him, Hebranko said, "I have set myself the goal of being able to walk around the block."

Mr. Hebranko once lost 300 kilograms and became a spoken person for a diet company. But soon after piled the weight back on.

Concluding Paragraph The heaviest man alive. As listed in the Guinness Book of Records, is Albert Jackson of Canton, Mississippi, who weighs 404 kilograms.

5. Movie

a. Definition of Movie

Based on Oxford Advanced Learner's Dictionary, movie is a series of moving pictured recorded with sound that tells a story, shown on television or at the cinema/movie theater. ¹⁵ Other definition of Movie, also known as film, is a type of visual communication which uses moving pictures and sound to tell stories or to inform. ¹⁶ Based on definition above, the writer concludes that movie is the same as film. But in this study, the writer will use movie term instead of film.

Movie is an audio-visual medium which can be used for teaching activity especially recount text. Many movies have recount elements inside its plot. So it can be exploited to show to the students the real visualization about recount. Besides, it also makes the learning activity more interesting for them.

b. Advantages and Disadvantages of Using Movie

There are some advantages and disadvantages of using movie as a teaching medium during learning process. ¹⁷ The following are some of the advantages of using movie as teaching medium. Movie has particular value such as completing the basic experience, provoking

¹⁵ Hornby, *Oxford Advanced Learners' Dictionary of current English* (New York: Oxford University Press, 1987), p.473.

http://simple.wikipedia.org/wiki/Movie. Accessed 9:32 Pm on March 8th, 2015.

¹⁷ M Basyirudin Usman Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.95-96.

new inspiration, attracting students' attention, showing treatment of real object, explaining abstract object, etc. 18

Second, movie can describe the process like in a real life beside it can arouse impression of room and time. The sound of movie also can arouse reality of pictures in form of nature expression. Last, Movie can show scientific theory and animation.

Using movie as a teaching medium also has some disadvantages. While the teacher plays movie, He or She cannot explain the material because it will disturb students' concentration. Second, students cannot understand the film well if it played fast. Some schools do not have good equipment to facilitate movie medium. It is difficult to play some scenes twice, except the teacher plays it one more time by the end of the movie.

A good and appropriate movie can fulfill students' need in relation to the material they need. The writer can exploit those advantages and deceive the advantages to support in process of writing.

c. Elements of movie

The first we have to do when we want to analyze movie is to understand its elements. There are four

¹⁸ Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta: BumiAngkasa, 2008), p.19.

elements of movie. That are; setting, character, plot and theme.

d. The Types (genres) of Movie

A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up), or true, or a mix of that two. Although hundreds of movies are made every year, there are very few that do not follow a small number of set plots, or stories. Some movies mix together two or more genres¹⁹.

1) Action movies

Have a lot of exciting effects like car chases and gun fights, involving stuntmen. They usually involve 'goodies' and 'baddies'. Action movies usually need very little effort to watch, since the plot is normally simple. One hero somehow manages to save everyone.

2) Adventure

These kinds of Movies usually involve a hero who sets out on a quest to save the world or loved ones.

3) Animated

Movies use artificial images like talking pigs to tell a story. These movies used to be drawn by hand,

¹⁹ <u>http://simple.wikipedia.org/wiki/Movie</u>. Accessed on 9:35 Pm March 8th, 2015.

one frame at a time, but are now made on 3D or CGI (Computer Generated Images).

4) Buddy

Movies involve 2 heroes, one must save the other, and both must overcome obstacles. Buddy movies often involve comedy, but there is also some emotion, because of the close friendship between the 'buddies'.

5) Comedies

Comedies are funny movies about people being silly or doing unusual things that make the audience laugh.

6) Documentaries

Documentaries are movies that are (or claim to be) about real people and real events. It is like biography or autobiography movie or about historical events in the past. They are nearly always serious and may involve strongly emotional subjects, for example cruelty.

7) Dramas

Dramas are serious and often about people falling in love or needing to make a big decision in their life. They tell stories about relationships between people. They usually follow a basic plot where one or two main characters have to overcome an obstacle or the thing stopping them to get what they want.

8) Tragedies

Tragedies are about people in trouble. For example, a husband and wife who are divorcing must each try to prove to a court of law that they are the best person to take care of their child. In the kind of this movie, emotions are really involved in order to make the audience angry or cry.

9) Family

Movies are made to be good for the entire family. They are mainly made for children but often entertaining for adults as well. Disney is famous for their family movies.

10) Horror movies

Movies which use fear to excite the audiences. Music, lighting and sets (man-made places in movie studios where the movie is made) are all designed to add to the feeling.

11) Science fiction (Sci-fi)

Movies are set in the future or in outer space. Some use their future or alien settings to ask questions about the meaning of life or how we should think about life. Science fiction movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships.

12) Thrillers

These kinds of movies are usually about a mystery, strange event, or crime that needs to be solved. The audience is kept guessing until the final minutes, when there are usually twists in the plot as kind of surprise.

6. Teaching Recount Text through Movie

English in Indonesia is just as a foreign language, so it is sometimes difficult for the teacher to transfer the knowledge to the students. The researcher has the same feeling through the SMK students. Many of them underestimate the subjects which are non-productive for them such as English, Mathematics, Indonesian, Javanese etc. They always show their boredom when the teacher explains the material in a usual way or in other word, teaching by lecturing method.

Moreover, sometimes they just ignore what the teacher says and they talk their selves with the classmates inside learning activities. So it is needed for the teacher to be creative in using some media. Of course, to make them quite, pay attention to the material and attracted to English lesson without any growling from the teachers.

Using media is one way to optimize the learning activity especially writing skill, which is regarded as the hardest part of English for them. It is fortunate that the potentialities of modern technology may be combined with educational planning to provide resources needed for this purpose. Media can increase students' motivation in learning writing and hopefully it will give good result. Therefore, the writer uses movie as the media.

Movie produces an emotional response in audiences. Students can be amused, frightened, excited. They can experience sorrow, pity, tension, patriotism, revulsion. In fact, any human emotion can be induced by a well-made film.

Many movies are designed to pull the audience into the story, to identify strongly with, or at least to care about the central character. It is also often designed to make the audience accept the ideas and idealism promoted in the film, adopt values, interpretations and perspectives. An audience can even be persuaded to buy products that are placed in scenes, especially when these products are seen as contributing to the enjoyment, relief or success of characters that use them. Movie presents a powerful influence that contributes to cultural change, coaching us to accept or reject aspects of our society, inspiring the way we dress,

popularizing our expressions, shaping language and meaning, and persuading our self-image²⁰.

Using movie enables students to learn the events of recount well. Through movie, they also can recognize the orientation of the story or the re-orientation of it. While the movie is being played, the teacher guides the students to analyze and make some notes where the orientation, events and re-orientation is. When the movie is ended, or continued in the next meeting because the limitation of times, the teacher can ask them to discuss the whole of movie. They discuss about the relativity of the movie with recount text.

The writer modifies teaching recount text by using movie in the following steps. First step, explains the material of recount text, the characteristics of it, steps to make the text and gives some examples. Then the writer lets the students to make some outlines while they watch the movie. After watching the movie, the writer asks the students some questions about it. Next step, the writer commands the students to construct their own sentences based on the movie they watch. Last, the students arrange a recount text based on the sentences they have constructed.

 $^{^{20}}$ E-book: Alberta, Using Film in the Classroom, (Canada: Alberta Learning, 2003), p. 2

7. Movie "Patch Adams"

In this study, the researcher played the movie entitled Patch Adam. It was hard for the researcher to find out a good and also appropriate movie which is reality and has a connection to health or medical. This kind of movie is still rarely to be produced.

The reason why the researcher uses this movie is because the movie talks about medical world. It surely relates to the students because they are students of Pharmacy. The movie is based on true story Dr. Hunter Doherty Adams so it is also appropriate as a medium to teach recount text. This movie also teaches how to be a doctor or pharmacist who is patient-oriented, not only drugs-oriented. A doctor who has big empathy for the patients, not only checking them then leaving. One more important is, to be nice and humble to the patient. Last, Patch Adams movie teaches the audiences not to give up easily reaching what we want. The movie tells Adams' struggle to be a doctor with all the troubles and obstacles he faces.

8. Synopsis of the Movie

Patch Adams is a 1998 semi-biographical film starring Robbin Williams, Monica Potter and Bob Gunton. It is based on the life story of Dr. Hunter Patch Adams.

A suicidal Hunter Adams commits himself into a mental institution. Once there, he finds that using humor to

help his fellow patients gives him a purpose in life. Because of this, he wants to become a medical doctor and two years later enrolls at the Medical College of Virginia as the oldest first year student. He questions the school's soulless approach to medical care and clashes with the school's dean who believes that doctors must treat patients as patients and not bond with them as people²¹.

9. Parents' Guide of Patch Adams Movie

Here are some parents guides. It is used as a consideration before watching the movie:

a. Sex and Nudity

There are a few kiss scenes in the movie, but nothing very sexual. At the very end of the movie, a character is shown in an open back and his butt is shown visibly multiple times, played for laughs.

b. Profanity

There is some moderate profanity throughout the movie. These words are used occasionally like sh*t. But there is nothing word fu*k is being said.

c. Alcohol/drugs/smoking

There are few scenes that involve smoking and very little. The movie also does not play drinking scene.

 $^{^{21}}$ Patch Adams (Film), taken from En. Wikipedia.org/wiki/Patch_Adams_(film). Accessed on 10.12 am March, 8^{th} 2015.

10. Movie Analysis

It is obvious that the film-maker, that in this case is Tom Shadyac as the Director of movie *Patch Adams*, is deliberately manipulate the audiences' experience and understanding of the movie. Through the movie of *Patch Adams*, the writer wants to manipulate the students experience who are the students of pharmacy, in writing recount text through this movie which talks about the true events that happened in dr. Hunter Adam lifetime. The manipulation of experience and understanding of a movie's content with a constant barrage of techniques and systems is known as film form and that this form is organized into an integrated cinematic language.

In making the movie, the movie-maker uses cinematic convention means that they transform experiences of their own, others', purely imaginary ones, or some combination of that three into viewing experiences that can be understood and appreciated by the audience²² In addition to bring our acceptance and understanding of conventions to looking at movies, we

²² Barsam and Monahan, *Looking at Movies: an Introduction to Film, 3rd ed,* (W.W. Norton Company: USA, 2010), P. 55

bring our individual experiences. Obviously, these experiences vary widely from person to person, not only in substance but also in the extent to which each of us trusts them. Personal observations of life may not be verifiable, quantifiable, or even believable, yet they are part of our perception of the world. They may reflect various influences, from intellectual substance to anti-intellectual prejudice; as a result, some people may regard gladiator movies as more meaningful than scholarly books on the subject. Thus, both cinematic conventions and individual experiences play significant roles in shaping the "reality" depicted by films. That is why the choice of movie *Patch Adams* is good for the students of pharmacy.

Below are some instruments used by the writer to students in analyzing the movie.²³

- 1. Identifying Scene's Subject Matter
- a. What is this scene about?
- b. What happens to the main actor?
- c. What was the mood of that scene?
- d. How do you understand about each character's mind?

²³ Barsam and Monahan, *Looking at Movies: an Introduction to Film, 3rd ed,* (W.W. Norton Company: USA, 2010), P. 56

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e. Search the scene for those formal elements that influenced your interpretation and experience.!

2. Identifying the Movie

- a. Does the director manipulate your experience of time? Is this condensing, slowing, speeding, repeating, or reordering of time simply practical (as in removing insignificant events), or is it expressive? If it is expressive, just what does it express?
- b. Does the director's use of lighting help to create meaning? If so, how?

B. Previous Research

There have been many researchers who attempt to conduct study about related topic. Here are some studies concerning to writer's study.

1. David Stewart. Film English: Using Films to Teach English. In this study, the reason why the writer used the film is because it attracted and entertained the students. It could hold students' attention during learning activity and also helped the students to draw the world that the film presented into written form. The writer stated that what inside the movie are all ideas and it challenges the students to examine all aspects of their personal, social and cultural lives. The writer divided the students into some small groups consisting 6 to 8 students that were gathered after the film was being played, then they

- discussed it. The writer required the students to submit a short response to the film minimally 2 pages. In this study also talked about students' plagiarism and it's penalties.²⁴
- 2. Ika Aries Tantiya. Teaching Writing Recount Text through Movie (An Experimental Research at the Tenth Graders of SMAN 6 Semarang in the academic year of 2010/2011)²⁵. The background of study is the students often encounter problems in implementing correct steps in writing recount text. One of this problem's solving is by using interactive medium such as short movie. The researcher question is how effective is the use of short movie to improve students' ability in writing recount text at the tenth grade of SMAN 6 Semarang. The writer gave test to gather the data. There were two tests; pretest and post-test. This research is an experimental research with quantitative approach. The result showed that there was a significance difference in the achievement between the students who were taught recount text using movie as a medium and students who were taught recount without using movie as a medium. We can see experimental class that were given treatment using movie as a medium got higher score that was 77.22 compared with the control class which is not

²⁴ David M Stewart, "Film English: Using Films to Teach English" Journal of English Education, (Taiwan: National Central University, 2006).

²⁵ Ika Aries Tantiya, 073411015, "Teaching Writing Recount Text through Movie", Thesis S1 IAIN Walisongo, (Semarang: English Department of Educational Faculty IAIN Walisongo, 2010).

given the treatment using medium as a medium was 70.11 so movie was effective medium in improving students' recount writing.

Similarities between the research above and this research were the object and the material; writing skill and recount text. Differences; the participant, kind of movie and the data obtained.

 Teaching the Writing of Narrative Text Through a Team Pair Solo Technique. (An Experimental Research at the Eight Grade of MTsN Model Brebes in the Academic Year of 2014/2015) by M Jauhar Fuadi with student' number 103411023²⁶.

The objective of this research was to find out the effectiveness of using team pair solo technique in teaching narrative text. The research design was experimental research. There were to classes as sample in this research; experimental class and control class. Researcher used documentation, affective domain assessment and test to collect data. The result of the research could be concluded that the use of team pair solo technique was effective in teaching narrative text.

²⁶ M. Jauhar Fuadi, "Teaching the Writing of Narrative Texts through a Team Pair Solo Technique", Thesis (Semarang: English Department of Educational Faculty of IAIN Walisongo, 2015)

Similarities between the research done by M Jauhar Fuadi with this research were; the object of the research was writing skill and the research approach was experimental research. The differences were the participant, technique and material.