

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

When conducting research, it is crucial to provide theoretical explanations for specific concepts or terms relevant to the study. This research includes several terms that need theoretical elaboration.

1. Writing

a. Definition of writing

According to Tarigan, writing is lowering or drawing graphs of symbols that describe a language that is captured by someone, so that other people can read the graphs of these symbols, if they understand the language and the graphic description.⁸ Writing means expressing the contents of thoughts or ideas through symbols that have understood fellow language users.

Writing is one of the important skills in teaching English. Meyers say that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.⁹

In Islam, writing is also regarded as a significant skill. Allah mentions in the Quran, Surah Al-Alaq, verses 4-5, that writing is a means to acquire knowledge and elevate one's status in society.



Meaning :

Verse 4 : who taught by the pen

⁸ Muhammad, Siddik, *Dasar-Dasar Menulis Dengan Penerapannya*, (Malang : Tunggal Mandiri Publishing, 2016). p.3

⁹Nurhayuna, *Basic Writing*: State Islamic University of Sumatera Utara 2017. P.1

Verse 5 : taught man what he did not know.

The word “Qalam” in verse 4 has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.¹⁰ Based on the verse, Allah taught humans the pen (qalam). The discovery of writing and the pen are among the greatest gifts from God. Through writing, each generation can pass down its knowledge to the next, underscoring the vital role that writing and its tools play in human civilization.¹¹

In Abdullah Yusuf Ali's Tafsir, verse 1 emphasizes the profound significance of writing and words. "By the pen" denotes not just the physical tool of writing, but symbolizes the enduring record, the written decree, and the establishment of perfect order in the governance of the world. Through this, individuals are empowered with divine guidance and a plan that prevails over all forms of destruction.¹²

Allah says in the al-qur‘an surah Al qalam verse 1 that writing is also regarded as one of the important skills in Islam.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: Nun. By the pen and what the (angels) write (in the records of men) (Al-Qalam: 1)

Prophet muhammad sallallahu alaihi wa sallam said,

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SUMATERA UTARA قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

Meaning: “Tie the science by writing” [Hadist shahih by Al-Albaaniy in Silsilah Ash-Shahiihah no. 2026]

حدثنا يوسف بن حمد البصري، أخبرنا عبد الله الأعلى عن سعيد عن قتادة عن أنس بن مالك : أن رسول الله صلى الله عليه وسلم كتب قبل موته إلى كسرى و إلى قيصر، و إلى النجاشي و إلى كل جبار يدعوهم إلى الله، و ليس النجاشي الذي صلى عليه. (رواه الترمذي)

¹⁰ M.Quraish Shibab. (1997). *Tafsir al-Qur'an al- Karim atas Surat-Surat Pendek Berdasarkan Turunnya Wahyu*. Bandung : Pustaka Hidayah. p.98

¹¹ *Ibid.* p.99

¹² Zainal Arifin Zakaria.,(2013), *Tafsir Inspirasi, Inspirasi dari kitab suci al-quran*, Medan : Duta Azhar, p.709

Meaning: "From Annas bin Malik: that the Messenger of Allah (SAW) wrote (a letter) before his death to Kisra (the title of Persian king) and to Caesar, to Najasyi (king of the land of Habsyah) and to every ruler of the kingdom. Rasulullah SAW invited them to embrace Islam, and not Najasy who had converted to Islam." (HR. Tirmidzi)

Not only in the Quran, it turns out that writing is also recommended by the Prophet Muhammad. This is supported by the Prophet's actions of permitting and instructing several companions to write.

Meanwhile, according to Randal states that writing is an ability to make a form of words that generally have a higher truth value than the reality that has been set.¹³ This means that writing must genuinely resonate with readers, conveying meaningful content that they can derive benefit from.

The author with his writings seeks to provide and convey information or news to the readers. By writing, writers can express their ideas or thoughts in written form, not just verbally. Of course, the author with his work hopes that the reader will accept everything he expresses as valuable input that cannot only be said orally.

As we know that we have many types of student characters in class, there are students who talk a lot, are quiet, hyperactive, etc. And for students who are quiet, they can express their imagination, ideas or feelings in writing skills. They can create something new for their life by writing.¹⁴

b. Process of writing

Writing an important skill that everyone, especially students, should master. It helps them think critically and systematically, enabling them to produce well-structured. According to D. Gordon Rohman and Albert O. Wlecke writing is commonly seen as a three-stage process, pre-writing, writing and rewriting.¹⁵ Pre-

¹³ Randal, Holmes. *Literacy an Introduction*. (Edinburgh: Edinburgh University, 2004). P.160

¹⁴ Muhammad, Siddik, *Dasar-Dasar Menulis Dengan Penerapannya*, (Malang : Tunggul Mandiri Publishing, 2016). p.4

¹⁵ Laurie A. Sharp, dkk, *Acts of Writing: A Compilation of Six Models that Define the Processes of Writing*, International Journal of Instruction, Vol.9, No.2, 2016, e-ISSN: 1308-1470

writing is preparation in writing, writing is the first draft can be the same as arranging and writing and revising or post-writing is the last step. So, revising or post-writing is a product that will be consumed by readers. The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing.

1. Prewriting is the planning and idea-gathering stage.
2. Drafting refers to time spent composing a rough draft.
3. Revising is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers.
4. Editing is the process of correcting mechanical errors.
5. Publishing or sharing is accomplished in a wide variety of ways when the work is in final form.¹⁶

c. Genre of writing

Genre refers to the specific type or category of a written work. It emphasizes that the language and form of writing must align with the social function intended for the text. This social function indicates the specific social context and circumstances in which the text is intended to be used.¹⁷ Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type kind of text, defined in terms of its social purposes: also the level of context dealing with social purposes.¹⁸ Genres are specific forms of language that have unique content and constraints, distinct from traditional sources. They are defined by their distinct characteristics, social purposes, and functions.

There are various genres of text such as Narrative, Descriptive, Report, Anecdote, Recount, Procedure, Analytical Exposition, Explanation, Hortatory Exposition, Review, and News. From the variety of genres above, the writer selects the narrative genre for application in writing.

¹⁶ Sholihatul Hamidah Daulay, dkk, *The Corelation Between Mastering Vocabulary And Students Ability In Writing Narrative Paragraph at MTs Aziddin Medan*, Vol 10 No. 10 Juni – Desember 2016 ISSN: 2086-4213, p. 6-7

¹⁷ I Wy. Dirgeyasa, *Genre-Based Approach: What and How to Teach and to Learn Writing*, English Language Teaching; Vol. 9, No. 9; 2016 ISSN 1916-4742

¹⁸ Rudi Hartono, (2005) *Genre Based Writing*, Semarang : Unnes, p.6.

2. Concept of Narrative Text

a. The Meaning of Narrative Text

According to Ayres narrative texts are a form of discourse that has been fixed by writing.¹⁹ Meanwhile, A.S Hornby in Oxford Advanced Learner's Dictionary defines narrative is a description of events, especially in a novel or story, the act or process of feeling a story.²⁰ It similarly with Percy in Permana and Zuhri, narrative is a type of essay that tells a story or a series of events in which they occur.²¹ From these perspectives, it can be concluded that a narrative text is typically a written work that is skillfully crafted and woven into a story illustrating events from a specific time.

b. General Structure of Narrative Text.

According to Neo narrative text has a structure, a shape or a pattern.²² The last, according to Otong Setiawan Djuharie, to write the narrative, there are four components that shall be care:

1. Orientation is parts of text give setting or opening about narrative.
2. Complication is parts of text to inform about the conflict in narrative.
3. Resolution is parts of text to describe about the reaction to solve the problem.
4. Coda or Re-orientation is the describe reflection or evaluation the conflict about narrative.²³

According to Gerot and Peter, states that language features of narrative text are:

a. Focus on specific and usually individualized participant

¹⁹ Meida Rabia Sihite, Wiki Tedi Rahmawati, Iskandar Zulkarnain, *Teaching Concept Sentence Technique on Students' Achievement in Writing Narrative*, English Teaching and Linguistics Journal (ETLiJ) Vol. 2. No.1, 2021, E-ISSN: 2716-083. P.156

²⁰ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: University Press, 1995), p. 502.

²¹ Destri Asirika, Refnaldi, *Teaching Writing Narrative Text By Using The Pictures of Pop-up Book As A Media To Junior High School Students*, Journal of English Language Teaching, Volume 6 No. 1 Serie D, ISSN 2302-3198, p.243

²² Akmla, T. A. 2011. The use of animated film to improve students' ability in writing narrative text: A classroom action research at the 10th grade of MAN Pematang. Undergraduate thesis. Semarang: English Language Education Department, Walisongo State Institute for Islamic Studies. P.18

²³ Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), p. 97

- e.g. : Aladdin, Elsa
- b. Use of relational processes and mental processes
e.g. : everything was so so weird, tigress was unhappy
- c. Use of temporal conjunctions and temporal circumstances
e.g. : a few years ago, sometimes, once upon a time
- d. Use of past tense
e.g. : lived, stayed, was
- e. Use of verbal processes
e.g. : said, told, promised.²⁴

Example of Narrative Text:

Table 2. 1 Example of Narrative Text

Generic Structure	The Text
The Orientation	In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies
Complication	There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married.
Resolution	Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand.
Reorientation	She tried to kiss the poison from his lips, but failed. Then She died

(Adapted from nisaaardhita.com)

²⁴ *Ibid.*, p.19

3. Media

a. The Definition of Media

Learning media is anything that can be used to channel the message active learning objective. The media used to carry out an active learning in order to learn more fun activities. A media is determined by the symbol system, technology and processing capabilities, technology is the most obvious characteristic of media, technology includes both mechanism and electronic aspects to determine its function and physical characteristics and to some extent its form. this characteristic is usually used to classify the media as "television", "radio", and so on ²⁵.

One of the factors that can impact the teaching and learning of writing is the use of media. Technology, in particular, has significant implications and can be highly effective in language teaching. Typically, technology is employed as a teaching aid to make lessons more engaging and motivating for students. Additionally, it serves as a learning medium that can capture students' interest and their active participation.

The first generation distance learning is based on printed material delivered via postal services. In the second generation learning material is delivered through multimedia packages and teleconferencing. However, in the third generation, learning is carried out by means of human interaction. In addition, media is an alternative tool that can be used as a source of distance learning.

Along with the development of the era which is supported by the presence of technology and information, many learning media have been found to support teaching and learning activities. Learning media are designed to capture students' interest and facilitate their in learning process; however, they have not been fully utilized to their potential.

From the definition above, media covers anything that can stimulate students' thoughts, feelings, attention, and skills, thereby encouraging the learning process.

²⁵ Nancy B. Hastings and Monica W. Tracey, "Does Media Affect Learning: Where Are We Now?," *TechTrends* 49, no. 2 (2005): p.28–30.

This broad and comprehensive understanding includes sources, environments, people, and methods used for educational purposes.

b. Kinds of Media

As we know, there are many classifications of instructional media. Among these, the most commonly used and effective types of learning media include the following:

1. Visual Media

Visual media depend on the sense of sight to present information. These media present material using projection tools or projectors, with software that generates images or light aligned with the intended content. The messages are translated into visual forms, making the information more engaging and easier to understand. Additionally, visual media help attract attention, clarify the presentation of ideas, and illustrate facts in a way that is easily digestible and memorable.

2. Audio Media

Audio learning media are designed to deliver audio messages from the source to the recipient. This type of media is closely tied to the sense of hearing, capable of conveying both verbal (spoken language or words) and non-verbal messages (sounds and vocalizations). Common examples include radios, tape recorders, telephones, language laboratories, and more. These tools facilitate effective communication through auditory channels, enhancing learning experiences with immersive audio content.

3. Visual audio media

Audio-visual media integrates both sound and image elements, offering enhanced capabilities by combining auditory and visual modes of learning. This type of media serves as a valuable aid in educational settings, facilitating the transmission of knowledge, attitudes, and ideas through written and spoken words. Especially, audio-visual media is cost-effective, requiring minimal ongoing expenses once initial equipment like tape recorders are purchased. Tapes can be reused by erasing previous recordings, allowing for flexibility in adapting materials

to suit students' abilities. Moreover, audio components can deliver motivational messages, enhancing participation and learning outcomes.

4. Watching Film

a. Types of Film

Film is a moving image. Film stands out as a uniquely influential medium among others due to its powerful integration of audio and visual elements. This combination not only captivates audiences but also increases comprehension, making complex ideas more memorable and making the audience less bored.

Pratista, divides the film into three parts, documentaries, fiction and experimental films.²⁶

1. Documentary Film

A documentary film serves as a powerful tool for presenting factual information about the world beyond its narrative. Unlike fictional films, documentaries are non-fictional in nature, aiming to establish credibility through accurate portrayal of real-life subjects and events.

2. Fiction

Fiction films are films that are made or produced based on stories made up, presenting imaginary creatures, places, or events. However, if a film is a fiction, it does not mean that it is a completely unrelated reality.

3. Experimental Film

Experimental film is a filmmaking method that re-evaluates cinematic. Some of these experimental films are usually related to art, such as painting, dance, literature, poetry, or research and development of new technical resources.²⁷

b. Genre of Film

In the gramedia article, there are several kinds of film genres, that is

1. Drama

²⁶ Pratista, Himawan. 2008. *Memahami Film*. Jogjakarta; Homerian Pustaka. P.6

²⁷ <https://idseducation.com/mengenal-film-bergenre-eksperimental-definisi-hingga-sejarahnya/>

The drama genre intricately weaves tales of everyday life, delving deep into human emotions and relationships. Its focuses on human interest, portraying characters embroiled in emotional conflicts and personal dilemmas.

2. Comedy

This genre of film is most sought after to relieve stress from work or problems that have accumulated. Yes, because this film presents entertaining fresh humor.

3. Horror

This genre "tests the guts" of its audience by evoking fear in its presentation. The experiences and sensations that are displayed are also displayed with explicit ghost or demon, accompanied by haunting music and atmospheric settings..

4. Action

Films in this genre immerse audiences in action-packed narratives and battles. They clearly portray heroes and villains, inviting viewers to pick sides and engage in the thrilling conflicts depicted on screen.

5. Romantic

The focus of romantic or romance films is the love story between lovers. Usually, this genre is juxtaposed with the drama genre.

6. Animation

This genre showcases films created through hand-drawn or computer-generated animations. These animations can take various forms such as 2D, 3D, CGI, stop motion, and more, offering a diverse visual experience for audiences.²⁸

c. Advantages of Animated Film in Teaching Learning

As a good teachers, we need to use the media as a method in the teaching and learning process because by using media the teacher can provide a new atmosphere in the class so that students have great enthusiasm in the teaching and learning

²⁸ <https://www.gramedia.com/best-seller/genre-film/>

process, besides that the media can also help students master the material given by the teacher to students.

Teachers need to carefully consider the media they choose to apply in their teaching practices, as appropriate and effective media play a crucial role in increasing the teaching and learning experience. Among these options, animated films stand out as particularly suitable for teaching narrative writing skills. Films/movies and videotapes are very flexible and motivating, they are most effective as springboards for language production and practice.²⁹

According to Stoller, there are some activities in learning writing through the short movie:

1. Pre-viewing Activity

In this activity, the students prepare to viewing the short movie. The teacher giving the brainstorming to develop the students' background knowledge about the narrative text.

2. Viewing Activity

Viewing activity is to facilitate the actual of a video. In this activity, help the students to focus about the character, setting and plot of the story. The short movie is show until the end and the teacher can play the short movie twice at that time.

3. Post Viewing

Activity In this activity, the students will write the narrative text based the information that they got when they watch the short movie.³⁰

B. Related Study

Using film as learning media is rarely used in class, there are limited studies which specifically investigate the use of film as media on students writing ability. But here are related studies researcher found that can be used as references.

The entitled, "The Use of Movie Trailer as an Alternative Media to Teach Narrative Writing to The Eleventh Grade of Senior High School Students by Susanti (2011) the students of English Departement at University of Suarabaya.

²⁹ Stoller, F. 1988. Films and videotapes in the ESL/EFL classroom. Retrieved on 10th May 2019, From <https://files.eric.ed.gov/fulltext/ED299835.pdf> p.4

³⁰ *Ibid.*,p.2

This study was aimed for discussing about improving the students' writing ability through movie trailer at senior high school because movie trailer is an alternative media to improve students' writing ability. The purpose of this study to attract and grow students' motivation in learning and mastery English. This is descriptive qualitative and quantitative study that involved in one class the recommendation by English teacher of SMAN 19 Surabaya. The similarities between this research with the present study is the use narrative text. But in the present study, the researcher will use the descriptive qualitative only to collected the data.

Thesis entitled, "The Use of Animated Film to Improve Students' Ability in Writing Narrative Text by Akmala (2011) from the English Department at Walisongo State Institute for Islamic Studies Semarang explores enhancing senior high school students' writing skills through animated films. The study aimed to increase students' motivation and proficiency in English by making it easier for them to grasp ideas from films. This classroom action research employed a descriptive quantitative method, involving one class recommended by an English teacher at MAN Pemalang. The main similarity with the present study is the focus on narrative texts, but the current research will use a descriptive qualitative approach to collect data.

The thesis titled "The Use of Film Stories to Improve Students' Ability in Writing Narrative Text" by Rini Anggriani, Amirullah Abduh, and Amra Ariyani (2022) from the English Department at the State University of Makassar concluded that using film stories significantly improves the narrative writing skills of eleventh-grade students at MA DDI Kanang. This was demonstrated by the increase in the students' mean scores from 68.96 on the pretest to 83.84 on the posttest. Additionally, the significance value was 0.000, which is less than the alpha level of 0.05, indicating a significant improvement. Thus, the study confirms that film stories effectively enhance students' narrative writing abilities.

Based on the related studies above, the researcher intends to do further research on film as media with different sample, location and time than existed one. Although related research was carried out with different forms and results,

researchers obtained adequate information and references that support researchers in completing this research.

C. Conceptual Framework

Writing is one of the language skills that should be acquired when learning language. Learning about writing is not only about how to put words in written but also how to pack the idea, message, and information correctly in a text, in certain criteria.

Narrative often contains a chronological sequence of events, but some narratives contain only a single event or skips around in time. The teacher can use some strategies in teaching writing narrative. One of them is by using watching animated film method. In using this method, students are asked to imagine the sequence of the story that they want to write and will be easily to write the story step by step. For the achievements, they will be able to produce a good narrative text.

D. Hypotheses

The researcher proposes the hypothesis for this research as follow:

H_a: There is significant effect of watching film method on the students' ability in writing narrative paragraph.

H₀: There is no significant effect of watching film method on the students' ability in writing narrative paragraph.