

CHAPTER II

THEORITICAL FRAMEWORK

A. General Concept of Writing

1. Definition of Writing

Writing is known as one of four language skills, but unlike the other skills, people need more time to write. Most people have to think first what they want to write, how they write and some of them think that there must be a beauty in their writing to impress the reader.

Defined writing as the use of graphic marks to represent specific linguistic utterance.¹Then stated that writing is having ideas, organizing ideas, and communicating ideas. In that sense, grammar, spelling, and punctuation are a means to an end, but they are not ends bythemselves.²

Therefore, based on Rogers and Johnson's statement, it can be concluded that writing is the visual form of utterance, or what

¹Rogers, Henry. 2004. *Writing System: A Linguistic Approach*. Australia: Blackwell Publishing, 279

² Johnson, Andrew P. 2008. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students.*: Rowman& Littlefield Publishers, Inc, 203

we speak about. During the writing activity, the writer has to think and construct the ideas, and by considering another elements on his or her writing.

In learning writing, students need to consider the elements of writing such as, grammar, punctuation, and vocabulary use. Different from speaking, when people can understand what the speech means by seeing the facial expression and gesture, in writing people use punctuation and grammar to difference whether it is a statement and question. That punctuation and capitalization rules help the audience to understand the idea of writing.³ Also add that by grammatical skill, it helps students to repair incomplete sentence. In making a good writing, students also will face several processes.⁴ The process of writing into four stages, namely: planning, drafting, editing, and final version.⁵

The researcher takes a line that writing is a productive skill that is important for people to express their idea into a written text

³ Reid, Joy M. 2000. *The Process of Composition, Third Edition*. Prentice Hall Regents. University of Wyoming. Longman, 105, 106

⁴ Haley, M. and Austin, T. 2004. *Content-Based Second Language Teaching and Learning. An Interactive Approach*. Pearson Education, Inc. 75

⁵ Harmer, Jeremy. 2004. *How to Teach Writing*. London: Pearson Education Limited. UK. Longman, 49

with a good grammatical structure that help in many purposes, including academic purposes. Writing is also a long way process to have a great product of writing. It means that writing is a process when people think about their writing and how to produce it well.

2. Types of Writing

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown, there are five major categories of classroom writing performance⁶:

a) Imitative, or writing down.

This type is at the beginning level of learning to write. Students will simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

b) Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled

⁶ Brown, H. Douglas. 2000. *Principle of Language Learning and Teaching, Fourth Edition*. New York: A Pearson Education Company, 98

writing is to present in which the students have to alter a given structure throughout.

c) Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

d) Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

e) Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based

on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill. Writing processes always deal with texts as the products.

3. Teaching Writing

In teaching writing, especially for second language, the teacher is required to master the second language well to transfer the information and assess students' performance. It is reinforced by a statement from Brown, he states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that it is necessary for the teacher to master the writing well, so the teacher can facilitates the students in learning.⁷

According Harmer, also says that teacher has a number of crucial tasks to perform in helping students before, during and after writing,⁸ they are:

⁷Brown, H. Douglas. 2000. *Principle of Language Learning and Teaching, Fourth Edition*. New York: A Pearson Education Company, 50

⁸Harmer, Jeremy. 2004. *How to Teach Writing*. London: Pearson Education Limited. UK. Longman, 62,63,64,65,66,67

a) Demonstrating

Teacher has to be able to take students attention to this activity. Teacher is required to demonstrate or give an example of writing to students so students will understand and know how to do the task.

b) Motivating and Provoking

Students often find a difficulty in searching a word or right structure in writing. Teacher's job here is to motivate them to keep trying and finish their writing. Teacher can provoke students to have an idea, enthusiasm them with the value of the task, and persuade them that writing is fun.

c) Supporting

It is closely same as the task of teacher as a motivator for students. Students might need a help to finish their work, so teacher have a task to support them and help. Teacher should be available whenever the students find difficulties.

d) Responding

In responding students' work, teacher has a role to react to their writing especially the content and the construction. The teacher can respond the students' work by commenting their

writing and ask them how far they are doing with their writing.

e) Evaluating

Evaluate students' writing is the last task of teacher in teaching writing. Teacher can give the students' writing a mark on their mistake on their paper, so when teacher hands in back to the students, they can know where is the mistake and find out how to fix it.

4. Evaluating Writing

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown , the categories for evaluating writing are:⁹

a) Content

It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

b) Organization

⁹Brown, H. Douglas. 2000. *Principle of Language Learning and Teaching, Fourth Edition*. New York: A Pearson Education Company,45

It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

- c) Grammar
- d) Vocabulary
- e) Mechanics

It includes spelling, punctuation, and citation of references, neatness and appearance.

The theory of categories for evaluating writing above is used by the researcher to assess the students' narrative writings.

Table 2.1 Criteria of Writing Scoring

Content	30
Organization	20
Grammar	20
Vocabulary	15
Mechanics	15
Total	100

There is a breakdown of each trait above into subtraits of the writing scoring above, which are also small in number and homologous or corresponding. As a result, the researcher uses the rubric or composition to score the students' writing. See the table.

Table 2.2 Rubric on Assessing the Students' Writing in Descriptive Text

Aspect	Score	Performance Description
Content (C) 30%: - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization (O) 20%: - Identification - Description	4	Identification is complete and description are arranged with proper connectives
	3	Identification is almost complete and description are arranged with almost proper connectives

	2	Identification is not complete and description are arranged with few misuse connectives
	1	Identification is not complete and description are arranged with misuse connectives
<p>Grammar (G) 20%:</p> <ul style="list-style-type: none"> - Use present tense - Agreement 	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not affect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
	4	Effective choice of words and word forms
	3	Few misuse of vocabularies, word forms, but not change the meaning

Vocabulary (V) 15%	2	Limited range confusing words and word form
	1	Very poor knowledge of words, and not understandable
Mechanics (M) 15%: <ul style="list-style-type: none"> - Spelling - Punctuation - Capitalization 	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

Adapted from Brown (2007)

B. Descriptive text

1. Definition of Descriptive text

Writing a description is like a creating picture using words. The key to write a good description is using specific

details that create exactly the picture you want. It can be things, people, places, or situation under special moment. The power that attracted people in this kind of writing is based on writer's ability in making whether the composition is alive or not.¹⁰

Descriptive text is when you write a description you should use word that relate to the sense of sight, sound, touch, smell, and taste. There are called sensory words. Sensory words help the reader imagine what you are describing.¹¹ It means one of how people communicate their ideas, feeling, and expression. Descriptive text is a lively and influential writing. It concerns with senses experiences, such as seeing, hearing, touching, smelling, and feeling.

Descriptive text is an intended writing to broaden reader's knowledge and experience by way of describing, exploring an object fitted to the character and the nature of

¹⁰Blanchard, Karen & Christine Root. 2003. *Ready to Write (3rd Ed)*, New York: Pearson Education 57,.

¹¹Blanchard, Karen & Christine Root. 2003. *Ready to Write (3rd Ed)*, New York: Pearson Education, 59.

the object. When you describe things or objects, you also want to create a picture with words .¹²

2. Kinds of Descriptive Text

Descriptive is describing something, such as a thing, person, and place. Therefore, based on statement, it can be seen that descriptive text has three types or kind as follows:

a) Description of a Thing or an Object

McKay gives her opinion about the description of a thing or of an object that the best way to describe the physical characteristics of an object is, of course to point to the actual object or to show pictures of it. However, it is not necessary or possible to include an illustration of the object. Instead descriptions of the important characteristics of the object such as its size, shape, and colour.

b) Description of a Person

McKay give her mind about the description of a person is biographies tell a story of an individual. Each individual, however, is so complex that no even an

¹²Blanchard, Karen & Christine Root. 2003. *Ready to Write (3rd Ed)*, New York: Pearson Education, 60.

entire book can tell us everything about that person. Since there is so much that can be said about an individual, any description of a person will be limited. Often, want or need to know only some specific information about an individual.

c) Description of a Place

As stated by McKay, as with an object, the best way to describe a place is to show someone the actual place or to take a picture of it. When this is not possible or necessary, a description of the important characteristics of the place can be given. If the place is a home or a room, it is important to describe the size and the arrangement of the space involved. If the place include many buildings such as downtown area, the description will likely focus on the location of the various buildings. If the place is an entire country, the description will be much more general and provide information about such thing as the land-formation, climate, and major cities.

3. The Generic Structure of Descriptive Text

The structure of descriptive text follows some particular stages, the beginning, middle and last part of the text. Each text has its own generic structure.

- a) The generic structure of descriptive text is shown in the following table:

Table 2.3 Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identifies Phenomenon to be described
Description	Describes parts, qualities, and characteristics

- b) Language features of descriptive text

These are the language features of descriptive text according to Siahaan¹³ :

- a. Focus on Specific Participants.

Descriptive text consists of description about particular person, place, or things. The text describes what an object

¹³Siahaan.2008 .*The English Paragraph*.Yogyakarta: Graha Ilmu,56

is like. Description of objects usually in term of their physical features, their parts, and the function.

b. Use of Simple Present Tense

Descriptive text talks about the fact, so it uses simple present tense which identifies that something happen in present. It is used for general statement of fact. It is used to express habitual everyday activity.

c. Use of Attributive and Identifying Process

In descriptive text, it usually uses attributive process or verbs of being and having. For example; She has a long hair.

C. The Concept of Learning Media

Learning media as everything that is used to conduct message , thought stimulate , sense, attention and students willing that could encourage the learning process.

According to Gerlach & Ely , there are three properties of media is the reason why media is used¹⁴ :

¹⁴R. Angkowo, A. Kosasi .2001. *Optimalisasi media Pembelajaran* :Jakarta : Grasindo . 68,69,70

1. Fixative property : The property is described the recording skill , concluding , preserving, and constructing the phenomenon or objects
2. Manipulative property : The phenomenon that needed time – consuming days could served to learners in two or three minutes by taking picture technique or time – lapse recording.
3. Distributive property : Distributive property of media lets an object or phenomenon transformed through space and simultaneously the phenomenon served to learners by stimulus experience relatively the same about this phenomenon .

The function of learning media for the teacher there are :

- Giving the orientation
- Direction to reach the purpose
- Explain the structure and sequence of teaching well
- Provide a systematic framework of teaching well
- Facilitate teacher control over course material
- Help accuracy , thoroughness in the presentation of subject material
- Awaken the confidence of a teacher
- Improve the quality of the lesson

The function of learning media for students is to :

1. Improve motivation to learn and learners
2. Providing and improving learning and learner motivation
3. Provide the structure of subject material and make it easier for learning to learn
4. Provide the core of information , the systematically making is easier for learner in learning
5. Simulating learner to focus and analyze .

Benefits of the learning method

- a. Explain the learning material or abstract object become concrete
- b. Give the real experience because students can communicate and interact with their learning environment.
- c. Study the learning material repeatedly
- d. It may have the similar true opinion and perception toward the learning material or object
- e. Attract the students attention , then increase students needed, motivation ,activity, and creativity.

- f. The learning material can be so long to remembered and easy to tell quickly
- g. Make teacher easy and quick to serve learning material so the students understand easily.

D. General Concept of Movie

1. Definition of Movie

Nowadays, watching movie or film is the alternative way of people to relax themselves. Through movie, people can learn and feel entertained by the story on it. Movie, even in teaching and learning process, can be a recommended visual aids that teacher can use. By using movie as the media, students are expected to be more interested, creative, and critical on the subject itself.

Film which presents images to the viewer as moving, seemingly, living entities, is a distinct medium with a particular terminology and specific analytical approach all of its own. Moreover, film is simply hundreds of thousands of these individual pictures shown to the viewer in rapid succession to create the illusion of a single moving image.¹⁵

¹⁵ Stafford, Tim. 2010. Teaching Visual Literacy in the Primary Classroom. London: Routledge.76

Defined movie as a series of moving pictures recorded with sound that tells a story, shown at cinema or movie. Movie or a film is a term that encompassed individual motion pictures, the field of movie as a form, and the motion picture industry. Movie are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect.¹⁶

From the statement above, the researcher concluded that movie or film which actually consist of many pictures that are showed quickly as it looks like it is moving made by a single picture in order to convey the story of itself. In reality, most of movie is not only about moving picture, but also about its combination with the other elements such as sound, plot, story, etc.

2. Movie as a Media in Teaching Writing

Writing is one of productive skills that must be learnt in a language classroom. Learners, engaged in a productive skills task can be come very stated when they do not have the word or the grammar they need the express themselves. In teaching learning process, teachers are expected to make it more to interesting through the medium used. Film is one of the media that can be used

¹⁶Hornby. 2006. The new Grolier Webster internatioanaldictionaryof current English, New York, oxford University Press. 176

in teaching writing, especially in writing narrative text. According to Oemar Hamalik that was cited from Asnawir's book, good movie or film has some features one thing is film can arouse students interest.

3. Types of Movie

Movie or film consist of some types, based on the purpose and the content on it. categorized film types and explained them as follows¹⁷:

a. Documentary Film

Documentary movie concerns on recording about reality. It is specifically that every documentary aims to present factual information about the world, but the ways in which this can be done are just as varied for fiction film. In some cases, the film makers are able to record event as they actually occur.¹⁸ Moreover, Bordwell and Thompson that documentary typically comes to us identified as such by its title, publicity, press coverage, word of mouth, and subject matter. This labeling leads us to expect that the persons, place, and events shown to

¹⁷Bordwell, David and Kristin Thompson. 2008. *Film Art: An Introduction* (8th Ed.). New York: McGraw-Hill,106

¹⁸Bordwell, David and Kristin Thompson. 2008. *Film Art: An Introduction* (8th Ed.). New York: McGraw-Hill,108

us exist and the information presented about them will be trustworthy.

Documentary film is also divide into two types. the first type is *direct-cinema documentary* which characteristically records an ongoing event as it happens, with minimal interference by the filmmaker. The second type is *nature documentary* which is about exploring insects world.

b. Experimental Film

This type of film is hard to classify. There are various reasons of making experimental film. It can be made to express personal experiences or view points in ways that would seem accentric in a mainstream context. Then, it can be made to explore some possibilities of the medium itself.

The maker of experimental film may tell no story, creating poetic reveries, or that kind of thing. Yet, alternatively the filmmaker may create fictional story, but it usually challenges the viewer in order to understand it. Also mentioned two types

of form in experimental film; abstract form and associational form.¹⁹

c. Animated Film

Animated or animation movie is for people all ages, when actually it is for children. The visual on it can attract everyone to watch, especially when the genre is what they love. Some people might think that animation is different type of motion picture because of the appearance.

Distinguished animated films from live-action ones by the unusual kinds of work done at the production stage. Instead of continuously filming an ongoing action in real time, animators create a series of images by shooting one frame at a time, and between the exposure of each frame, the animator changes the subject being photographed.²⁰

From the explanation above, the researcher concluded that everyone, especially filmmakers have different purpose when they want to make a movie or film. Therefore, those different purpose which made movie can be categorized into different types.

¹⁹Bordwell, David and Kristin Thompson. 2008. *Film Art: An Introduction (8th Ed.)*. New York: McGraw-Hill,110

²⁰Bordwell, David and Kristin Thompson. 2008. *Film Art: An Introduction (8th Ed.)*. New York: McGraw-Hill,115

However, basically all of the movie types are made in order to entertain the audience, and to give them a new way to learn something. In this research, type of movie which used is animated movie. The title of the movie is snow white and the seven dwarfft.

4. Animation Movie in Teaching Writing

Students always feel confused when they are asked to write something. The main reason is they do not know what they have to write and how to write it, which means they are lack of imagination, and what is more the students always feel bored in doing their task, especially writing task. Assumed an enganging writing task is one that involves students not just intellectually but emotionally as well; it amuses them, intrigues them, or makes them feel good. Although in the fact, the effect from the writing task will be different on each student, but clearly the stimulus that the teacher gives will make difference.²¹

In the other hand, the researcher had explained before that animation movie has a story. Story, dialogue and the visual on animation movie can make the students know about

²¹Harmer, Jeremy. 2004. *How to Teach Writing*. London: Pearson Education Limited. UK. Longman, 35

language use, even can make them be critical and imaginative. According to Wright, stories are frequently claimed to bring many benefits to young learner classrooms, including language development.²² Then, it strengthened by Kucer ,who stated that in most reader and writers, even young children, knowledges of stories is one of the most well developed text structures. To a large extent, our lives or lived-through experiences are stories. Additionally, many television programs, movie, and songs reflect temporal order structures.²³

Story in the animation itself can help students to construct the paragraphs and paragraphs and to guess what vocabularies that they will write later. Moreover, assumed that many children use their experience of visual texts to give them inspiration for writing. ²⁴ Picture books, film, still images, graphic novels and computer games can be a rich source for imaginative writing, offering models of settings, characters and plot as scaffolds.

²² Wright, Andrew. 1997. *Movie for Language Learner*. New York: Cambridge University Press,54

²³Kucer, Stephen B. 2005. *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings (2nd Ed.)* . London: Lawrence Erlbaum Associates, Inc.

²⁴Bearne, Eve and Helen Wolstencroft. 2007. *Visual Approaches to Teaching Writing: Multimodal Literacy*. London: Paul Chapman Publishing.97

Therefore, in the classroom, the teacher can use animation movie as media for the students to guide their ideas to write. Basically in the implementation, the teacher can play the movie for sometimes, then discuss about it; the plot of the story, the dialogue, the character, together with the students before it will be their to write with their own language in descriptive text.

5. Advantages using English movie

Nasution states that the advantages of using movie in teaching and learning process are²⁵:

- 1) Movie is very good in describing a process, if necessary by using a “slow motion”.
- 2) Each student can learn something from the movie, from the clever one or less intelligent.
- 3) Movies can take a child from one country to another country and from one period to another period.
- 4) Movie can be repeated if necessary to add clarity.

²⁵Nasution 2005 104

This is the reason why the researcher is interested in taking up the title of the research, because movie gives a new enjoyable atmosphere when they are learning in class.

E. Previous Study

Some researchers had been interested in examining the effectiveness of movie in writing skill. There were several researchers who had done their study about watching movie, namely: RetnoAyuMurwaniPuspitasari (2007); WiwinSupriyanti (2010). A research by RetnoAyuMurwaniPuspitasari (2007) entitled “ The Use of Animation Movies for Developing Students’ Writing Ability in Narrative Text”. The result of her study was develop students in their writing ability in narrative text.

The second research is conducted by WiwinSupriyanti (2010) about “ The Effectiveness of Fairytale Movie as a Medium in The Teaching Narrative Writing” the research found that fairytale movie is effectiveness a medium in teaching narrative text.

From the result of the research above, the researcher is interested in making a research about the effectiveness of watching movie because there are many advantages that could be taken by implicating the movie. In this research, there are some differences

between the previous researches above. The differences are about the type of the text, participants and location of this research. Despite the difference of the two results above, both of them are reasonable and applicable to this study. The researcher will use the results as the references for the study of the effectiveness of watching movie in teaching writing skill.