

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 General Concept of Writing

##### 2.1.1 *The Definition of Writing*

Meyers (2005:2) says that writing is a way to produce language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action process of discovering and organizing your idea, putting them on paper, and reshaping and revising them.

While Jim (2010:2) explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

Based on the definitions above, it can be said that writing is the way to produce language in which the writer should pay attention to the selection of vocabularies and the grammatical structure in accordance with the applicable rules. We can produce language on paper by writing. According to Munnisa (2015:18), writing is communication through the written language. In other words, we can say that all the things that are written in order to communicate with others are called writing. All about performance of writing is a kind of communication. In order to communicate, the use of English at school will always be involved in the use of written language.

Writing should meet certain standard of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself (Harmer, 2007: 325).

### **2.1.2 *Written Language***

The language used by people when they are writing will be different from the language used when they are speaking. People must pay attention to the choice of words or diction when they are writing.

Written language is the language generated by utilizing writing letters as an element of its base. Based on Umita (2009: 20), language described by using a writing system is called written language. Written language is a finding, it means that written language has to be taught to children, whereas spoken language has developed along with primordial man. Then, children will instinctively learn or create spoken (or gesture) the language from their learning of written language.

In a variety of writing, we deal with the manner of writing (spelling) in addition to aspects of grammar and vocabulary. In other words, in a variety of written language, we demand their complete grammatical elements such as the form of words or sentence structure, precise word choice, spelling the use of truth, and the use of punctuation in expressing ideas.

As stated by Brown (2001: 341-342) cited in Yulianti (2014: 9-11) shows some of the characteristics of written language distinguishes them from the spoken

language. The characteristics of written language are permanence, production time, distance, orthography, complexity, vocabulary, and formality.

Based on the characteristics of written language above, it means that the written language is more complicated than the spoken language. For example in terms of vocabulary, written language has lexical items that have different meanings depend on the context of the sentence. Furthermore, there are two kinds of written language based on Umita (2009: 27-28), those are:

#### *2.1.2.1 Formal Written Language*

Formal written language means that the authors convey their ideas, messages, feeling, and expression through their writings in formal situation. For example: certificate, document, laws, scientific book, marriage license, driver license, letter of credit, letter of trade, letter of sell and buy, letter of recommendation, letter of appointment, letter of authorization, bulletin, and so on.

#### *2.1.2.2 Informal Written Language*

Informal written language means that the authors convey their ideas, messages, feeling, and expression through their writings in informal situation. For example: magazine of teenagers, memo, notes, advertisements, writing in diary, recount, narrative and so on.

In this study, the researcher uses informal written language as kind of written language that is used by the students to write a narrative text. It is because narrative text is one of the text that is categorized into informal written language.

### ***2.1.3 The Process of Writing***

The writing process can help students to be good writer. The stages of the writing process according to Mc. Crimmon (1983 : 10) as cited in Hasan (2007:10) are follows:

#### ***2.1.3.1 Planning***

Planning is only orderly procedure use to bring about a desire result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

#### ***2.1.3.2 Drafting***

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

#### ***2.1.3.3 Revising***

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to examine and re-evaluate the choice that have created a pieces of writing. After we have completed our preliminary draft, we need to stand back from your text and decided what actions would seem to be most productive.

### ***2.1.4 Teaching Writing in Senior High School***

Teaching English in Senior High School is expected to achieve informational level. It means that the students have to be able to use English for obtaining knowledge or information. As we know that there are four skills that have to be mastered in learning English. Yet, writing is considered as the most difficult

skill that has to be mastered. Teaching writing in Senior High School is more complex than teaching in Junior High School. Thus, it has to consider the age of the students. In other word, teaching writing in Senior High School has to be careful in order to make the students interested to write.

Teaching writing in Senior High School is closely related with genre of text. It means that Senior High School students have to able to understand some genre of text. Based on the school-based curriculum (KTSP) 2006, Senior High School students are expected to be able to write some kinds of genre. There are some kinds of genre that is taught in eleventh grade students of Senior High School in the second semester. They are spoof, narrative, and hortatory exposition text.

Teaching writing according to KTSP curriculum of senior high school is:

- 1) Grammar (simple present tense, simple past tense, simple future tense)
- 2) Introducing texts (narrative, recount, descriptive, analytical, exposition, spoof)
- 3) Generics structure of the texts

From the explanation above, the researcher concludes that teaching writing for senior high school students must be related to curriculum.

## **2.2.General Concept of Narrative Text**

In this study, the researcher uses narrative text as the material to implement write around method. As described by Meyers (2005: 2) one of the most capable manner to communicate with the others is narrative. The readers will understand what they feel if they can write their story well. The action, details, and dialogue

put the readers in the story. According to Kurniawan and Artiningsih (2009:46) narrative text is a text of genre that aims to amuse or entertain the reader about actual event or experiences and it usually tells about the legend, the myth, folklore, etc.

From the explanations above, the researcher concludes that narrative text is a story tells us about something interesting that has purpose to amuse or entertain the readers. Wheaver et al (1995:168) as quoted by Puspitasari (2007: 19) states that most narratives have the language features as follow:

- 1) It uses past participles.
- 2) It tells story of an event or events.
- 3) It uses action verbs.
- 4) The events are usually arranged in a chronological order, in the order in which they occurred in time.
- 5) Specific characters.

Nurdiono (2015), states that there are three main and two optional generic structure of narrative text, those are:

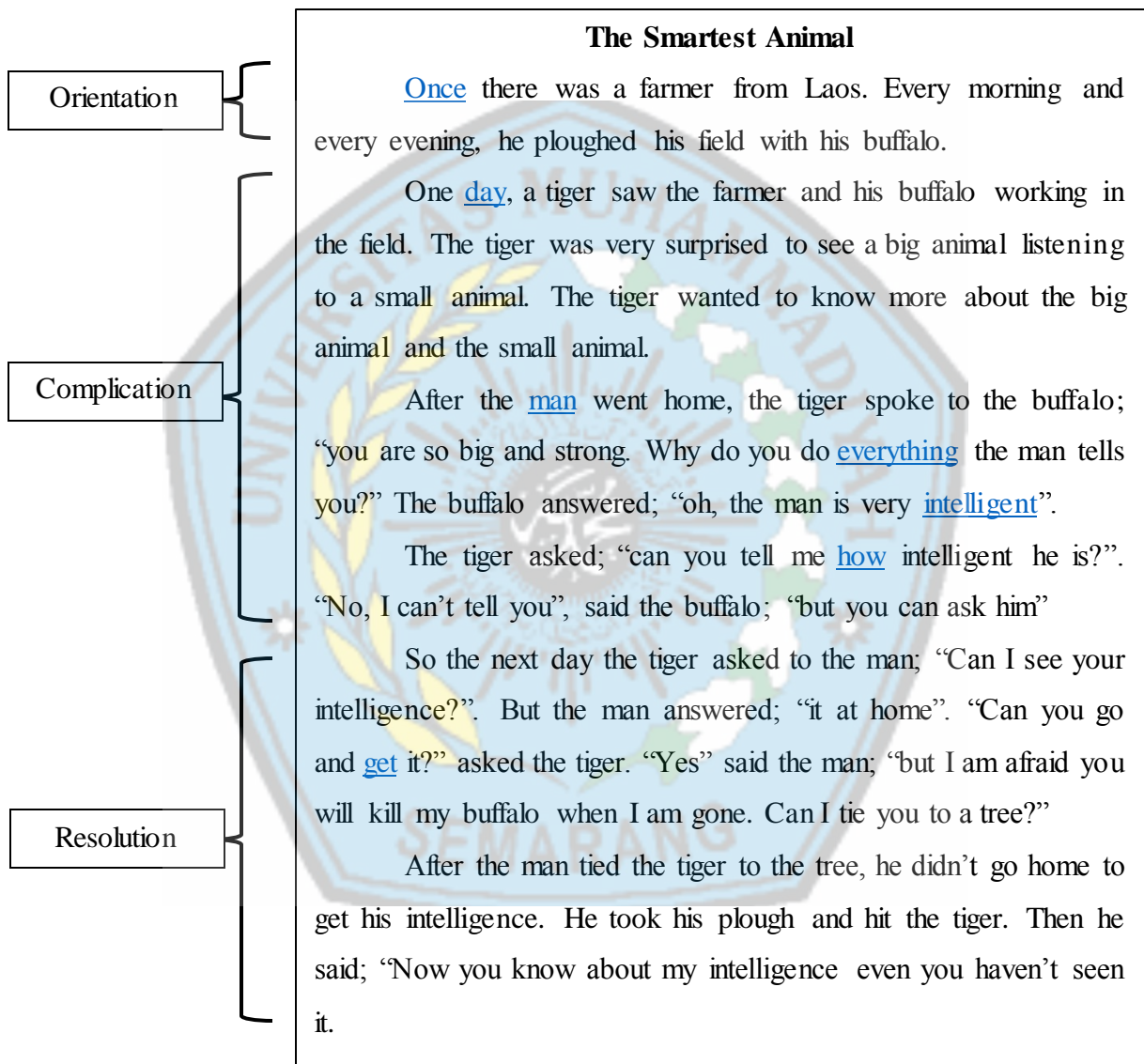
- 1) Orientation : an introducing paragraph of the story.
- 2) Complication : a part that the problem is developed.
- 3) Evaluation (optional) : evaluation of the conflict course.
- 4) Resolution : the problem is solved.
- 5) Re-orientation (optional) : summarize of the story.

There are some types of narrative text according to Stein and Nezworski (1978:57) cited in Klinger (2007:77), as follows: realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life

adventures. In this study, the researcher uses fable as type of the narrative text entitled *The Smartest Animal*.

The following is the model of fable:

a) Generic Structure



Taken from: *Let's Narrate a Text* (Book)

b) Language Features:

Specific Characters	The Farmer, Buffalo, and Tiger.
Past Participles	Was, ploughed, saw, surprised, wanted, went, answered, asked, said, tied, didn't, and seen.
Action Verb	Plough, working, see, listening, go, tell, ask, kill, tie, and hit.
Adverb of Time	Once, one day, and next day.
Time Conjunction	After.

### 2.3 Write Around Method

Write around method is appropriate to improve writing skills of the students that makes them more creative. Baliya (2013:299) stated that teacher engages the students to share their opinions or debate things is the aims of write around method. This strategy can be used to improve students' writing skill. It also develops students' writing ability by asking them to both think critically and constructively and respond to different students' opinions in a group.

According to Mandal (2009:100) write-around is started with a sentence starter and continued by the students in a group by passing the sentence. The students write to the next student. After all students have done writing their sentences by their own opinions, the teacher should give time for the students to write conclusion in their group.

Based on those definitions, write around method is used to develop the students' writing skill. It can also be used to engage students in a silent



conversation. Moreover, the researcher also implements this method with some rules, those are: the length of writing time provided for each student in a group is five minutes. Then, the teacher tells the students that they have five minutes to write on the topic. When the students are writing, the teacher should be walking around, monitoring the students writing and adjusting time as necessary.

#### **2.4 Subtitled Movie as Media in Teaching Writing**

Subtitled in a visual media or video is very influential on students' understanding of the video content. As described Karakas and Saricoban (2012: 5), students will easily understand the content of the foreign language movie with subtitleds or captions. For example, the visual media that has been developed with a subtitled to strengthen students' understanding of the material.

Yuksel and Travendi (2009: 7) explains that the impact of subtitled can improve students' vocabulary mastery. Vocabulary sufficient will facilitate students in writing. It certainly influences on students' writing and means that subtitled contains element of four language skills. Therefore, using visual media with subtitled is not only fun but also effective to be used by the teacher as media in teaching writing.

The bigger effect from this media is showed by writing than reading-based general skill. In terms of capability, the students will be able to catch the information from subtitled movie, so it can increase the students' writing performance (Cepon, 2013:98). From those explanation, the researcher uses subtitled movie as a media in teaching learning of narrative because it can make the researcher delivering the material easily.