

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses some issues which lead to the formulation of the hypothesis. They are writing skill, media for teaching writing and effective media for teaching writing. The literature review firstly discusses the theoretical framework. A conceptual framework is also presented afterwards. Then, the hypothesis is presented at last with reference to the conceptual framework.

#### **A. Theoretical Framework**

##### **1. Writing**

###### **a. Definitions of Writing**

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000: 31) states the definition of a language competence as “one’s underlying knowledge of system of a language –

its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together". Furthermore, Bachman (1990: 87) divides the language competence into two parts: organization competence and pragmatic competence. Organization competence is ability to comprehend and form correct sentences, understand meaning of sentences and pour these sentences into a text. Based on this statement, it can be concluded that writing is one part of the competencies.

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and

discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

### **b. Teaching Writing**

Writing skill is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English. According to BSNP (2006), communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

The teaching of writing skill has some objectives and indicators. It is stated in BSNP 2006 that the teaching and learning of writing skill in Junior High School is targeted to achieve a functional level. On the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other target on the functional level is students can develop their linguistic competence (using grammar and vocabularies).

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English. In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre

occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2001: 343), there are five major categories of classroom writing performance:

- 1). Imitative, or writing down  
This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.
- 2). 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 writing is to present in which the students have to alter a given structure through out.
- 3). 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.
- 4). 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.
- 5). 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. Feez, (2002: 4) states that creating texts requires making choices about the words that are used and how it can be put together. She also states that there are various kinds of texts called text type. According to Feez (2002: 85-86), the families of text type are:

- 1). Exchanges
  - a). Simple exchanges is relating to information and goods and services.
  - b). Complex or problematic exchanges
  - c). Casual conversation
- 2) Forms
  - a). Simple formatted texts
  - b). Complex formatted texts
- 3). Procedures
  - a). Instruction
  - b). Procedures
  - c). Protocols
- 4). Information Texts
  - a). Descriptions
  - b). Explanations
  - c). Reports
  - d). Directives
- 5). Story Texts
  - a). Narratives
  - b). Recounts
- 6). Persuasive Texts
  - a). Opinion texts
  - b). Exposition
  - c). Discussion

According to the standard of competence and the basic competencies of students at the second grade of Junior High School, the students are expected to write a narrative and a recount text orderly and grammatically. To produce qualified narrative and recount writings, the students need to be stimulated in expressing ideas and to be guided in their writing process. Besides, they also need to be supported by providing them qualified and understandable inputs.

### **c. 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 (2001: 357), the categories for evaluating writing are:

- 1). Content  
It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.
- 2). Organization  
It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.
- 3). Discourse  
It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.
- 4). Syntax
- 5). Vocabulary
- 6). 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 and recount writings. The writing test is based on the blueprint which is attached on page 47 and the scoring of the students' writings is based on the writing scoring type which is suggested by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) in Brown (2004: 246).

Table I: **Criteria of Writing Scoring**

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
<b>Total</b>	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 Table 2, which teases out the subtraits of the main traits in Jacobs et al. (1981) in Haswell (2007):

Table 2: **Composition for Scoring Writing (Jacobs et al. 1981)**

SCORE	LEVEL	CRITERIA
<b>CONTENT</b>	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	<b>FAIR TO POOR:</b> limited knowledge of subject, little substance, inadequate development of ideas
	16-13	<b>VERY POOR:</b> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
<b>ORGANIZATION</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<b>FAIR TO POOR:</b> non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	<b>VERY POOR:</b> does not communicate, no organization, not enough to evaluate
<b>VOCABULARY</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	<b>GOOD TO AVERAGE:</b> adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	<b>FAIR TO POOR:</b> limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	<b>VERY POOR:</b> essentially translation, little knowledge of English vocabulary
<b>LANGUAGE USE</b>	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
<b>MECHANICS</b>	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>VERY POOR:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Based on the scoring rubric above, it can be known that the range of each level is not in the same range. Haswell (2007) states that the scoring rubric in Jacobs et al. 1981 encourages an evaluation of student proficiency that is complex, perhaps recording a high accomplishment in content, but low in mechanics—a complexity that befits writers who often show uneven writing skills in a second language. In this scoring rubric, it seems to contrast with holistic scoring methods, which erase this possible unevenness of writing accomplishments in reporting a single score. In addition, he states that the limited number of traits allows comparison of group rating behavior, perhaps contrasting the way native and non-native people evaluate ESL essays. The scaling of traits and subtraits allows study of rater reliability along with the development of training methods that produce high interrater reliability.

To assess the students' writings of recount and narrative, the researcher refers to the writing scoring rubric above. It is because the composition covers the five aspects or categories (content, organization, vocabulary, language use and mechanics) of writing and provides a clear scoring rubric to assess each writing aspect. In addition, the level for each category is different because each category has certain points with certain ranges. In assessing the students' writing, the researcher considers each point for each aspect or category of the students' writing by referring to the criteria column of the scoring rubric above. The final score of the students' writing is the sum of those five aspects points for writing.

## 2. Media for Teaching Writing

Media play many roles in transmitting materials to students and support to create an effective and efficient learning process, including the learning of writing skill. According to Smaldino, Lowther, and Russell (2008: 6), media, the plural form of medium, are means of communication. In addition, they state that media are anything that carries information between a source and a receiver. It means that in teaching and learning process, teachers can explain the materials using the learning media in a more concrete way. In line with this, Newby, Stepich, Lehman, Russell (2000: 100) state that media can serve or facilitate student learning process. Furthermore, they state that media can provide a stimulus-rich environment because they can provide vicarious experiences for students. Based on the statements, it can be stated that media are everything that can transmit learning materials from the sources based on a certain plan in order to create a helpful learning process so that the receivers can learn effectively and efficiently.

There are three kinds of media that can be used in teaching writing skill. 1) *Visual*, for example: pictures and photos. 2) *Audio*, for example: tape recorder, cassettes, and radio. 3) *Audiovisual*, for example: movies, and videos. Smaldino, Lowther, and Russell (2008: 6) classify media into six basic categories: (1) *Text*, is alphanumeric characters that may be displayed in any format, for example: book, poster and so on. (2) *Audio*, includes anything that can be heard and it may be live or recorded, for example: teacher's voices, music and mechanical sounds. (3) *Visuals*, are regularly used to promote learning, for example: cartoons and photographs. (4) *Audiovisual / Video*, shows motion, for example: movies, DVDs

and computer animation. (5) *Manipulatives*, are three dimensional and can be touched and handled by students. (6) *People*, for example: teachers, and students. All kinds of media can be utilized, if the media are relevant to the materials and effective to support the teaching of writing skill.

Some of the instructional media above can be utilized to support the effective teaching of writing skill. Related to this, Onasanya (2004) states that plethora of media offers teachers considerable opportunities to make their teaching more effective and efficient. Also she states that the effectiveness in the context implies how well educational goals and objectives are achieved, while the efficiency refers to how instructional media are utilized to achieve teaching goals and objectives. Therefore, the teachers need to consider appropriate media in order to stimulate students to explore their ideas to help them in their writing process and make the students understand the learning materials given by the teacher effectively.

It is also urgent for teachers to know functions of media in a learning process well. This attempt will help the teachers to select relevant and effective media that can be used to teach writing. Erdmenger (1997: 6) states that the functions of media that are used in a teaching process, including teaching writing include:

- arousing the students' motivation,
- transmitting information,
- directing the students by giving clues of the materials which are taught,

- controlling the objectives of the study by helping the students to focus on the materials which are taught.

The functions of media in a learning process are also stated by Munadi (2008: 36-48). He states that learning media have some functions:

- 1). Learning media as a learning resource.
- 2). Learning media as a semantic function; the media can help the students easily understand the materials easily.
- 3). Learning media as a manipulative function; the media avoid the borders of space and time and the limitation of senses.
- 4). Learning media as a psychological function.
- 5). Learning media as a socio-cultural function; the media avoid constraints among students in a learning process.

In teaching writing skill, the teachers need to use media that can motivate and help the students understand the materials. Anderson (1987) in Sadiman (2003: 96-99) states that cognitive and affective learning processes need to have moves, color, sounds stimulus, and interactions with other things. Related to this, learning processes, including the learning of writing, need to use appropriate media, for example: movies and videos. This is because movies and videos can present moves, sounds, and interactions. Besides, the use of those media is suitable to students who always have curiosity to something new, attractive, and modern. Consequently, the use of media in learning writing should be improved to arouse the students' motivation and help them develop their writing skill.

Based on the explanations above, some kinds of media, including audio visual media for example, movies and videos, can be utilized as media for teaching writing. Through the use of these media, the students may get benefits in their writing processes. This is because the media support the learning of writing effectively and help to transmit the materials given by the teachers to the students. However, the use of media needs to be selected properly in order to be effective and relevant to the objectives of the study.

### **3. Effective Media for Teaching Writing**

There are many examples of media that can be used in teaching of writing skill, as media are various in types and functions. Besides, it has been known that the use of media in learning writing needs to be improved to obtain learning goals. As a result, teachers need to select appropriate media in order to maintain students' writing process effectively.

The teaching and learning process of writing skill should be done effectively to achieve the objectives in learning writing. Based on a dual coding hypothesis by Paivio (1978) in Arsyad (1997: 6), there are two human memorizing systems. The first system manages verbal symbols and saves in the form of image proposition. The second system manages nonverbal images and saves them into verbal proposition. In other words, learning by using two senses; visual and audio sense will give an advantage. The students will learn materials more extensively than learn materials which are transmitted through one sense, either audio or visual.

Media which present visual and audio senses are audiovisual media. According to Arsyad (1997: 30), audiovisual media or technology are things that are used to produce or transmit materials using mechanics and electronics to present audio messages and visual messages. Besides, Newby, Stepich, Lehman, and Russell (2000: 100) state that audiovisual media present moving images that can be recorded on videotape, videodisc, DVD and computer disk. All these formats offer ways to store and display moving images accompanied by sound. Related to this, the information from audiovisual media will be captured more easily by the students. Therefore, the teaching of writing skill can be done by using audiovisual media, for example: movies, television, and videos. The students can be asked to rewrite a story of a displayed movie or video.

The use of effective media will support an effective teaching and learning process of writing. Rijlaarsdam and Van Den Bergh (2005: 6) state that an effective writing requires that students play different roles. First, they must be in a position to experience communication; it means that the students as the writer experience the effects of written and spoken communication. Reflecting on this statement, the use of movies helps students experience a communication when they experience the effects of written and spoken communication. The students in their pre-writing stages will experience how texts from movies affect them as the readers and listeners. Then, the students may also experience texts and formulate their responses.

The use of movie, which also presents oral speech in teaching writing, can be effective to facilitate the students in their writing process to generate contents

and focus on what they are learning. In line with this, Rijlaarsdam and Van Den Bergh (2005: 10) state that oral skills and writing are connected to focus on scaffolding content generation and collaborative work where oral speech facilitates writing and awareness rising. The relation among the communicative modes is a means-end relation in most instances: oral activities contribute to content generation or awareness raising; reading facilitates the acquisition of genre knowledge, reader awareness, awareness of coherence etc.

The teaching of writing skill needs to use audiovisual media (movies, videos) because audiovisual media are the unification of visualization, audio, and moves that can present objects, events, and places. All of those aspects are necessary in a writing process. Besides, movies (audiovisual media) will attract the students' motivation better than conventional media and invite the students' arguments or feedback based on the movie story. Related to this, Champoux (2003) claimed that the visual and audio effects of movies can convey a message better than printed or spoken words. He stated that movies offer both cognitive and affective experiences because movies can provoke good discussions, assessments of one's values, and assessments of a self if the scenes have strong emotional content.

Harmer (2001: 282) explains some reason why the use of videos (movies) is needed in the teaching and learning process. He states that the use of videos (movies) can add a special or extra dimension to the learning experience. The first reason is seeing language-in-use, the students do not just hear language, but they see it too. The second reason is cross-cultural awareness; it allows students look at

situations far beyond their classrooms. The third reason is the power of creation; students are given the potential to create something memorable and enjoyable. The last reason is motivation, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

The use of movies can be done through several ways. Movies can be displayed at the beginning of the session of writing class. By this, students can grab some inspirations after watching the movie. It stimulates the students to write grammatical and order texts. However, it may take a longer time for some students to compose the content orderly and grammatically. Furthermore, Champoux (2003) states that movies are widely available and easily accessed as learning resources. As a result, the use of movies will be easily utilized to give positive effects in writing processes for the students.

Based on some considerations in selecting effective media for writing above, some kinds of movies can be used to help the students write texts grammatically and orderly in their writing process. In line with this, Onasanya (2004) states that media that are used by a teacher should be considered in terms of concreteness or abstractness of experience that is produced by the media. She also states that teachers should be sensitive to the changing situation within the classroom and have alternative media to meet individual differences of the students. Regarding to this, selecting media to teach writing is very important. The use of movies can be appropriate media to be utilized in teaching writing

because movies can present concreteness or abstractness of experience to motivate the students in their writing process.

By using movies in learning writing, the students will find an effective but enjoyable learning while and after watching the movies. This situation will maintain the students to start writing. Also, watching movies can reduce the number of grammatical errors and improve the quality of the writing content, because movies give the students much inspiration to write. Displaying movies at classes is expected to give many benefits to students not only writing the content grammatically and orderly but also improving and mastering the vocabulary through its subtitles and audios.

Harmer (2001: 258-259) states that writing processes can be developed through a genre approach. Students are given many inputs in a certain genre in their prewriting phase. In addition, students who are writing within a certain genre need to consider a number of different factors: knowledge of the topic, the conventions, the style of the genre, and the context. Related to this, it can be concluded that the teaching writing based on genres can help the students in their writing process, as it is easier when the students are asked to write a certain type of the genre. Also the students' writing process will be more guided and clearer.

By watching movies, the students can understand materials easier because the movies can present a certain genre to study. Hesitation and misunderstanding about the materials can be minimized significantly. Movies as audiovisual media can maintain inspirations and motivations to enhance creativities in expressing ideas into writing. In addition, the students can study certain text types through

movie stories which present certain genres and encourage the students to make a guided writing based on questions related to the movie story.

Based on the theories above, the use of movies as audiovisual media in teaching writing can be effective to get the objectives of the study. This is supported by Uma and Ponambala (2001) who state that movies can be an effective tool, because the media can lend itself freely for distance teaching and learning, including writing skill that can be taught through a distance mode. Moreover, the use of movie that presents visual senses, audio senses, and genres will transmit the materials effectively and stimulate the students in exploring and expressing ideas in the writing process. However, teachers must select movies appropriately so that they are relevantly related to the materials which are taught and the levels of the students.

#### **4. Communicative Cartoon Movies for Teaching Writing**

Writing is an extremely complex cognitive activity, which requires the control of several variables. It includes control of content, sentence, structure, vocabulary, spelling and mechanics. As writing involves many controlling aspects, it is understandable that the students may have difficulties in writing. The difficulties are found when the students generate and organize ideas and also translate the ideas into a readable text. It can be caused by gathering idea, feeling, knowledge, information, fact, and imagination to produce a good writing that is not an easy work to do. In addition, many students make some mistakes in producing texts. It is obvious that writing involves a thinking process in the whole time of its process.

In this study, the researcher used communicative cartoon movies as the main media and she examined how effective the media are in improving the students' skill in writing. The six selected movies are "*Sponge Bob: Ripped Pant, Winnie the Pooh: A Valentine Day, Winnie the Pooh: Un-Valentine Day, Snow White, Mickey Mouse: The Prince and the Pauper, and The legend of Sleepy Hollow*". The movies "*Winnie the Pooh: Un-Valentine Day, Sponge Bob: Ripped Pant and Winnie the Pooh: A Valentine Day*" are used to teach recount on the teaching of writing skill. Whereas, the movies "*Snow White, Mickey Mouse: The Prince and the Pauper, and The legend of Sleepy Hollow*" are used to teach narrative.

The selection of communicative cartoon movies is derived from movie classifications. The classifications are based on its characters, types and stories. Furthermore, those media are attempted to minimize students' errors in writing recount and narrative texts and help them understand the materials which are provided through movie stories understandably. Also, those media not only can give the language models orally but also the use of the language naturally in a context.

The movie character which is chosen by the researcher to teach writing in this study is cartoon. Sudjana and Rivai (2002: 58-59) states that a cartoon is an illustration in the form of paintings or caricatures about people, ideas or situations which are designed to influence public opinion. Furthermore, they state that in an educational field, apparently cartoons are one kind of propaganda instruments which have important potencies on the teaching. Besides, the movies that present

cartoon characters will be interesting, colorful in showing a story and acceptable for any level of students. Therefore, the cartoon movies can be utilized in the teaching of writing skill, including in teaching writing for Junior High School students.

The movies that are selected to teach writing should be communicative. It means that the audio of the movies should include composed music and dialogues of the characters. Also, the visual images of the movies should demonstrate moves and interactions of the characters. In line with this, Champoux (2003), states that movies are unique media because of its abilities to present the power of sounds and the power of visual images. It means that the movies should present audios which contain communications or dialogues among the characters and composed music. Also, the movies should present visualizations which contain interactions and moves among the characters. As a result, the movies can be communicative and invite students' opinions or arguments related to the movie stories and help the students to easily understand the materials which are presented through the movie stories. In other words, the students will be guided in their writing process in producing qualified outcomes.

In selecting movies that are used as media in teaching writing, the teachers need to select movies which are relevant to the materials taught. Related to one of the standard of competences of Junior High School for the writing skill which is expressing the meaning of short functional texts and simple short essays for interaction in the form of recount and narrative, movies are selected based on the genres of the texts. In this study, the researcher taught narrative and recount

genres in teaching writing by using communicative cartoon movies. In response, the movies should be based on narrative and recount genres that are presented by movies with fantasy story. In this case, movies may present a narrative or recount story because movies with fantasy story state sequences of events or conflicts. Related to this, Harmer (2001: 282) states that teachers can use a short video extract (movie) as media to teach a lesson, including writing, which is used to illustrate topics that are learnt by students and is used to highlight language points.

There is no hesitation that communicative cartoon movies may distribute many advantages in accommodating learners in writing narrative and recount texts. Harmer (2001: 283) states that short video (movie) sequences of between one and four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating. It can be concluded that the use of movies either can motivate learners to write or give them hints about what to write. In line with this, the benefits of using communicative cartoon movies in teaching writing can be spotted in students' performance. The more conducive the situation in teaching writing skill the better the students' outcomes that will be resulted.

##### **5. Writing Teaching-Learning Process at SMPN I Arjosari**

The teaching and learning process of the four skills in English, including writing skill needs to be developed. It is urgent and reasonable because students should have communicative abilities of writing, reading, speaking, and listening in using English, because they will face today's globalization era. In line with this, Uma and Ponambala (2001) state that English is more than a subject to be learnt

but a skill (writing, reading, speaking, and listening) to be practiced and developed. As a result, the teaching and learning process of those skills needs to be done well in order to prepare the students to master English skillfully.

Until recently, most of the teaching of writing skill in Junior High School, including SMPN I Arjosari, is still done in a conventional way. The students are given an explanation of the text type which is learnt and they look at the model or the example of texts. Finally the teachers ask them to write a paragraph. The teachers do not use various media to arouse students' motivation, interest and understanding in writing. The resources are only from course books or module. Therefore, the common situation in the teaching writing is mostly uninteresting. The students are not enthusiastic to engage in the class activities. The students find difficulties in exploring ideas and integrating the ideas into a piece of writing. As a result, the students' writings are not qualified.

Kimble and Garmezy (1963) in Brown (2000: 7) claim that students which are relatively change in a behavioral tendency and learning are results of reinforced practices. It means that on the teaching processes, including the teaching of writing skill, the teachers have to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing and help the students to understand how to write effectively.

Based on a preliminary observation of the teaching and learning process of writing in the second grade of SMPN I Arjosari, the time allocation for learning English was five hours in a week (5 x 40 minutes). In this longer duration, the teacher did not maximize the learning process, including learning writing skill. It

is supported by the fact that the English teacher relied mostly on the use of the conventional media and a module during study. The teacher only used a blackboard in explaining the writing materials. The teacher also did not add any materials from other resources. In addition, the teacher did not explore the use of media that could help to create effective and fun learning of writing skill.

The students in the second grade of SMPN I Arjosari are mostly lack of enthusiasm, interest and motivation in their writing process. The students just learn from a module and write based on topics given by the teacher. In a longer duration of writing activities, most of the students spend their time to decide and develop their ideas for writing. The students face difficulties in exploring ideas and they also have limitation of vocabularies and grammar. In response to this, it is clear that the students' writing skill should be improved in some ways, for example through the use of media that are effective to arouse the students' motivation and interest.

Being able to write English texts well, the students need to do many practices with qualified inputs. Also the teachers need to play an important role in determining the students' success in writing. Moreover, they also need to improve their commitment as how to make their students engage in the writing process and reach the objectives of the study effectively and efficiently. In addition, improving the use of media on the teaching writing should be done to get better outcomes of students' writing.

## **B. Conceptual Framework**

Writing skill is one of language skills which is needed to be mastered by students, including students of junior high school. Writing skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in writing will help the students to explore ideas and write them into readable texts orderly and grammatically.

On the teaching and learning of writing skill, there are constraints faced by both teachers and students. As for example, the students face difficulties in expressing ideas because of their less writing practice. On the other hand, materials and media provided by teachers are monotonous and of a limited range. As a result, the students cannot develop their writing skill optimally.

Based on the effective media for teaching writing theory, it is known that effective media to teach writing should give qualified and understandable input in the pre-writing stage. The media should give the effects of spoken and written communication as the input. As, a result, the researcher uses communicative cartoon movies as an alternative media to teach writing because they can present both written and spoken communication to the students. Communicative cartoon movies are expected to be effective because the use of them can avoid the weaknesses of conventional media that are common to be used in teaching writing.

Communicative cartoon movies need to be utilized in teaching writing because they can present certain genres which are relevant to materials and can improve the students' motivation and understanding through the attractiveness of

its visual and audio sense. Moreover, communicative cartoon movies can guide the students to explore ideas and to write down the movie stories in the form of narrative and recount texts grammatically and orderly. To understand the story of the movies, the students are guided by some questions which are given after watching the movie. By answering the questions, the students are guided to rewrite the movie story using their own words. Besides, the students can master vocabularies through the subtitles of the movies and focus on the language features of the provided genre to produce grammatical narrative and recount writing. Consequently, the use of communicative cartoon movies needs to be utilized to alleviate students' errors in writing and to get the better outcomes.

Current practice of teaching writing in SMPN I Arjosari shows that the teacher still uses conventional media and monotonous writing activities that do not arouse the students' motivation in the learning process. This lead to the students' lack of interest in their writing process and lead to students' difficulties in exploring ideas and writing the ideas orderly and grammatically. Considering these weaknesses, the researcher tries to improve the teaching of writing skill through the use of communicative cartoon movies.

In conclusion, the teaching and learning process of writing skill, including the learning writing process in SMPN I Arjosari can be improved by employing effective, attractive, and appropriate learning media. A communicative cartoon movie is believed to be one of those media and is also believed to properly explore the potency of students in writing. In addition, to produce a good writing at the second grade students in SMPN I Arjosari, the students should be

motivated, be guided in expressing ideas and opinions, and be made aware of the benefits of their writing in their real life. Moreover, resources are also very important to build students' understanding in expressing ideas and to build students' interest in the writing. Based on the explanation above, writing skill can be improved more effectively by using modern/ up to date media such as communicative cartoon movies than using conventional/ ordinary media.

### **C. Hypothesis**

With regard to the conceptual framework stated above, the hypothesis of this study is formulated as follows: "There is a significant difference on the students' writing skill between those who are taught using communicative cartoon movies and those who are taught without using it".