

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses about previous studies, related theories, cartoon film, theoretical framework and hypothesis of study.

2.1 Previous Research

In this research, the writers took four related studies to give an evidence of originality of this study; the researcher presents some previous studies. On this part, it will discuss about some related researchers are quite similar. There were some researches that had same topic about the research.

The first research was conducted by (Nengsih, 2012) The title is ***“Using Shaun the Sheep Silent Cartoon Movie as Media in Teaching a Recount Text in Junior High School”*** The method of research qualitative research the result of study showed by teaching medium in speaking a recount text by watching shaun the sheep cartoon is focused on the second grade students of junior high school. Shaun the sheep tells how sheep with other companions. It can be developed into a recount text of the experiences. Students will be motivated and active to express their opinions retelling and concludes the cartoon story shaun the sheep into the form of recount text. Teachers will also be easier in teaching the structure of writing the recount text. And students will be attention, actively and understand the lesson easily.

The second research was conducted by (Yessy Anggraini, Anas yasin, 2013) The title is ***“Improving students’ Writing Skill of Narrative Text Through Video at Grade XII IPA 2 of SMAN 2 BUKITTINGGI in Academic Year 2012/2013”*** The method of the research is quantitative and qualitative research. This research how video can improve student writing skill. To find out any factors that affect the change of writing ability of narrative text in grade XII students IPA 2 SMAN 2 Bukittinggi through this video is research action class. Students enthusiastically follow the lesson so that the class becomes more conducive. From this research, it can be

concluded that the improvement of writing of writing skill is influenced by four factors: classroom activities, materials, classroom management, and teacher approach. And students more active and understand with the media.

The third thesis was conducted by (Hasanah, 2016) the title is ***“The Effectiveness of English Cartoon Movie Toward Vocabulary at Seventh Graders of MTs Muslimat Nu Palangka Raya”*** the method is quantitative approach with pseudo experimental, design without randomization, control group and use pre-test and post-test. The result is a student's chose class VII A as the control class and VII B as experimental class using random clustering technique. Student's who taught using English cartoons has a better vocabulary.

The last previous study the thesis was conducted by (Eko Mulyono, 2016) the title is ***“Politeness Principle Analysis in Cartoon Movie Entitled Stand By Me Doraemon”*** The data are collected by note taking technique and then analyzed descriptively. After analyzing the data, the researcher finds the use of politeness principle in the movie script. They are utterances of the use of politeness principle covering the kinds of maxim in politeness principle. The utterances convey the use of tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. Then, it focused also in politeness scale such as formality scale, hesitancy scale, and equality scale. The finding result showed that there are 25 politeness principle found in cartoon movie “Stand By Me Doraemon”. 1 tact maxim, 3 generosity maxim, 6 approbation maxim, 1 modesty maxim, 2 agreement maxim, 3 sympathy maxim, 2 formality scale, 4 hesitancy scale, and 3 equality scale. Approbation maxim is the maxim of the most numerous in the movie. This is because the characters in this film seek to avoid conflict and create

Based on the previous research above, many researchers said that using cartoon film as media is effective to teach English for students. Cartoon film can make students more understand and give good effect in learning English.

Cartoon film was used to develop vocabulary, speaking, reading and in material recount text. But in the present, the writer was used cartoon film to develop students's writing skill in narrative text in MA Masalikil Huda Tahunan.

2.2 Cartoon Film

The difference is about medium and media is the medium of instruction is the language used by the teacher to teach. English is used from the beginning of a course as the main language in in the classroom, and the teacher adapts their methodology to support meaning, by using a lot of visual information and non-verbal communication to support meaning. Talking about Media, which is the plural of medium, refers to the communication channels through which we disseminate news, music, movies, education, promotional messages and other data. It includes physical and online newspapers and magazines, television, radio, billboards, telephone, the Internet, fax and billboards.

Based on explanation above, Cartoon film is illustrated as a movie. Country in (Rasyid, 2016)state that movie is stories with sound and sequences of images that give the illusion. People know watching the movie only on television, computer, DVD/VCD, etc. cartoon film as media we cannot watch only, but also we can hear. Cartoons are considered an audio-visual. So, cartoon here is as a teaching aid to students.

According to Titi in (Pitriana, Jufri, 2012) explains that cartoon movie is moving diagram. Cartoon film is the illusion of motion displayed and technology development give more interesting. In addition Pande in (Pitriana, Jufri, 2012) (2008) states that cartoons film are exaggerated funny caricature illustration. Cartoon film is a special art form to present funny looks with the help of exaggerated colorful diagrams. It can be seen in cartoons how to show imagination of people who are revealed in the form of images. By using cartoon film, people can learn everything like pictures and human, social and animal effects.

In addition Sadiman in (Aziz, 2016) state that there are some advantages of a cartoon film as a learning media, as follows: a) by seeing film, students can stimulate not only listening but also by seeing movement in pictures b) watching film can make students save in their minds of the students longer c) for young learner, film can be more interesting d) students more pay attention by watching film e) film is media with realistic picture. Film can be repeated and pause f) film can help us for directly concept g) the real sounds can be learning by students h) film good alternative with live action who can increased variation that can bring into the classroom i) the story usually unique and make students imagination j) cartoon film can build students imagination.

Based on (Dewi, n.d.) in (Unwin and McAleese 1978:571) state that movie is originally a slang term for cine film, moving pictures, now often used to describe equipment and materials used by amateur film maker. Basically, film and movie is the same thing. Then, Hornby (1995: 434) defines films as a story recorded as a set of moving pictures to be shown on television or the cinema. Meanwhile, Allen and Gomery (1985: 136) state that film is an art which portrays man's interpretation of life. From that definition about film above, it can be concluded that film is a set of moving pictures which express a certain theme, idea, or story based on man's interpretation of life. Film is a term associated to the art of making motion pictures. When we say film, we refer to a motion picture usually projected through big screen as in the cinemas for the purpose of public viewing whether to educate, provide information or entertain. Films are made in different kinds and different purposes.

2.3 Related Theories

This part consists of some theories that would support this proposal. The writer took many references from many sources that will be discussed.

2.3.1 Writing

2.3.1.1 Definition of Writing

Writing is important besides listening, reading and speaking. When we write, we express the idea and transfer knowledge to inform the readers. Writing activity we can also create the ideas, express the feelings by words and letters.

Williams in (Anggraini, 2017) states that writing is graphic symbols uses and productive language skills. It means that an activity communicated by letter related sentences. According to Harmer in (Anggraini, 2017) writing is activities express the ideas, feeling and opinion. There is a genre and elements have be presents in writing activities. Good writing is we can communicate with the readers successfully.

2.3.1.2 The Process of Writing

Hyland in (Fasya, 2015) state that illustrates the stages of writing is important to transfer students understanding that writing process is significant to create a good writing such as:

- a. Selection of Topic: the students find their own topic related the material from teacher.
- b. Pre-writing: the students can engage brainstorming, collecting data, note-taking and outlining. It is mean students already to write.
- c. Composing: another word of drafting. In this part, the students write their ideas on paper.
- d. Response to revision: after students create the idea, it can be conducted the teachers or peers. Responding their ideas.
- e. Proofreading and editing: checking and correcting the students writing
- f. Evaluation: the teacher critic the progress students do within the process. Students should perform in front of class

- g. Publish: it means that students can publish their writing in front of class
- h. Follow-up task: students weakness in their writing and hoped to have better writing

In this step, you polish what you have written. Polishing also called revising and editing, polishing is most successful it:

1. Attack the big issues of content and organization (revising)
2. Work on the smaller issues of grammar, punctuation, and mechanics (editing)

2.3.1.3 Component of writing

In writing, the writer should to know the components of writing. For example: organization, grammar, mechanics, content and style. According to Yulianto et al., (2013: 2) stated that in writing a paragraph there is integration between the language component and the paragraph component.

a) Organization

Organization is the ability to write in the right way for a specific purpose in mind, with the ability to select, organize and order relevant information. Typically, organizations refer to the larger parts of a piece of writing. It also refers to how paragraphs and sentences are written.

b) Grammar

Grammar mastery is very important in writing a paragraph or an essay. It helps the researcher produce a good writing and definitely the reader will be easy to understand. It helps to convey the message in appropriate way.

c) Mechanics

Mechanics are particularly component in writing. Mechanics of writing covering punctuation and spelling, punctuation is used as body language of written language which has the same use as

gestures in spoken language. Punctuation also function as signals in written language which help the reader clarifies the meaning of sentences and interprets the correct meaning of sentences.

Based on the explanation above, the components that we should know when want to make a good writing is organization, content, style, grammar and punctuation. Rules and components in writing is very important to make the reader know our writing so, that our writing has a meaning.

2.2.1.4 Teaching writing

There are several reasons why the teacher should teach writing
Harmer (1998: 79)

- **Reinforcement**

Some students acquire language in purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

- **Language development**

The actual process of language helps learners as they go along. The mental activity they must go through in order to construct proper written text is all part of the ongoing learning experience.

- **Learning style**

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quite reflective activity instead of the rush and brother of interpersonal face-to-face communication.

- **Writing as a skill**

Teaching writing is a basic language skill just as speaking, listening, and reading. Students need to know how to write letters, how to replay advertisement etc, they also need to know some of

writing's special conventions such as punctuation, paragraph, construction etc.

Based on the explanation, the reason for teachers should teach writing are reinforcement of learnt language, the development of the student's language through the activity of writing, the importance of writing as a skill.

2.2.1.5 The Purpose of Writing

According to Whitake (2009:2) there are three purposes in writing as follows:

1. Persuasive purpose

The purpose is to convince or persuade the reader that the writer's idea by using reason and evidence. Persuasive writing includes argumentative and position papers.

2. Analytical purpose

The purpose is to explain to the reader about topic and investigate causes, examine effects, evaluate effectiveness, access ways to solve problems, find relationship between various idea or analyze other people's arguments. The example of these writing are analysis papers and critical analyses.

3. Informative purpose

The purpose is to give explanation of possible answer to the writer's question and give the reader new information about the writer's topic. The writer to enlarge the reader's view.

2.3.2 Teaching Writing in Senior High School

According to Wibowo (2013) state that in Indonesia English teaching must be taught for senior high school students. There are several important parts in determining whether a teaching process will work or not. That part is teachers, lessons and curriculum. Based on high school-based curriculum is targeted to get students to reach the level of formation in preparing students for further study at university.

As written in BNSP 2006 students need to be taught to achieve the following literacy levels. 1) Performative On the performative level, students are expected to have the skills of reading, listening, writing and speaking by using the symbols in English. 2) Functional In this level, the students can use the language as a tool to fulfill their needs of writing in daily lives such as writing news, manuals or signs. 3) Informational On the informational level, the students are supposed to have the abilities to access knowledge with the use of their knowledge in English. The teaching and learning in senior high schools are aimed to get the students to reach the informational level as they are prepared for their further education.

Learning English should be set evenly both orally and in writing. It has been established by the national education department 2006. In the curriculum also states that the purpose of learning English in high school is to make students have certain abilities such as: 1) can develop the competence to communicate in the form of oral and written language 2) Having senses about the importance of English to increase the nation competitive ability in the global society 3) can develop students understanding of the relationship between language and culture. Beside the standard competence in senior high school writing skill is to express meaning writing in a text procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review.

2.4 Theoretical Framework

Language is one of ways or tools which is used by human to communicate with another person. In education, English is one of subject that learned by students in elementary school, junior high school, and senior high school. In learning English, there are four skill that must be mastered. They are writing, reading, listening and speaking. One difficult and important to learn is writing. Writing is one of the skills that must be learned by the

English learner especially for senior high school students. Many genres of text should be taught to senior high school students. Such as narration, description, recount and more. To teach English teacher need to use interesting learning methods such as the use cartoon film in order to attract student interest in learning and can encourage students to follow the learning with passion and active so as to get good learning outcomes. So, with the use cartoon of cartoon film the author believes that student writing skills will be increased by applying in experimental result.

Hanik, (2009)

