CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Study

The writer is not the first who research about using cartoon movie to increase students writing ability. But it does not mean that the researcher only plagiarizes the previous study. To prove the originality of the study the researcher shows the related studies. The study of writing ability had been conducted by Titis Dewi Cakrawati with her Thesis title The Effect of Using Communicative Cartoon Movies on the Teaching Writing Skill at the Second Grade of SMP N 1 Arjosari, Pacitan, East Java in the Academic Year 2011/2012. The objective of her study is to find out whether there is a significant difference in students' writing skill between the students taught using communicative cartoon movies and those who are taught without using communicative cartoon movies. The data on her study were analyzed by using descriptive and inferential statistics. The result of the descriptive statistics of the post-test show that the mean value of the experimental class is 76.73 and it is categorized into good category and that of the control group was 70.37, and it is also categorized into *good* category.[1]Meanwhile on this research the objective is to find out whether there is a significant difference in student's writing ability on simple present tense between the students taught using cartoon movie and those who are taught without using cartoon movie.

---

[1]Titis Dewi Cakrawati, *The Effect of Using Communicative Cartoon Movies on the Teaching Writing Skill at the Second Grade of SMP N 1 Arjosari, Pacitan, East Java in the Academic Year 2011/2012*. http://eprints.uny.ac.id/9677/2/bab%201%20-%2008202241038.pdf access on March 26, 2015

The study of using cartoon movie also had been researched by AHMAD QOMARUDDIN with his Thesis title is THE USE OF CARTOON MOVIES FOR STUDENTS' WRITING SKILL OF NARRATIVE TEXT IN ELEVENTH GRADE STUDENTS OF SMA SULTAN AGUNG II JEPARA IN ACADEMIC YEAR OF 2012/2013, objective in his research is to find out whether there is a significant difference between the students' writing skill of narrative text of the eleventh grade students of SMA Sultan Agung II Jepara in the academic year 2012/2013 who are taught by using cartoon movies and those who are taught by using pictures and material. [2] The study of using cartoon movie or animation film as medium also had been researched by Durotul Yatimah with the tittle is THE EFFECTIVENESS OF USING ANIMATION FILM AS THE MEDIUM IN WRITING NARRATIVE TEXT. The objectives of this research are to find out whether using animation film medium in writing narrative text is effective or not and to know how far is the effectiveness of using animation film medium in writing narrative text. [3]

In the other hand the objective on this research is to find out whether there is a significant difference in student's writing ability on simple present tense between the students taught using cartoon movie and those who are taught without using cartoon movie but only use the English book as the teacher usually teaches.

---

[2] Ahmad Qomaruddin, *The Use Of Cartoon Movies For Students' Writing Skill Of Narrative Text In Eleventh Grade Students Of Sma Sultan Agung Ii Jepara In Academic Year Of 2012/2013*. http://eprints.umk.ac.id/1273/1/COVER_n_ABSTRACT.pdf

[3] Durotul Yatimah, *The Effectiveness Of Using Animation Film As The Medium In Writing Narrative Text*, 2013.

B. Cartoon Movie as Media

1.   Definition of Cartoon Movie

Movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws. Movie is also the term we use to describe both a single work and an entire body of works through the material and in the medium. Movie is not only its material and medium, but also their use to produce particular communicative text that formulate particular fields of symbolic meaning and effects, and meet particular sets of criteria that give them particular value. Meanwhile cartoon is a form of two-dimensional illustrated visual art. While the specific definition has changed over time, modern usage refers to a typically non-realistic or semi-realistic drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works.[4]

So the writer concludes that Cartoon Movie is drawing or painting or moving pictures and sound to tell stories.

2.   Kinds of Movie

The kinds of movies are commonly produced for various purposes.

a. Documentary Movie

Documentary is never out of the purpose of information dissemination, education, and propaganda for a particular person or group. In essence, Documentary remains grounded on things as real as possible.[5]

---

[4] London Holmes, *An Introduction to Sociolinguistics*, 1992, United State of America: Longman Group Limited, p. 285

[5] PancaJavadalasta,*5HariMahirBikin Film.*p. 2

b. Short Movie

The definition of a short movie here means a work of fiction movie that lasts less than 60 minutes. In many countries, such as Germany, Australia, Canada, and the United States, a short movie made a sort of laboratory experiment and a springboard for the movie maker to produce feature-length movie.[6]

c. Feature-Length Movie

Feature-length movie is fiction movie that lasts more than 60 minutes. Generally range between 90-100 minutes. Movie Theater plays generally included in this group. Some movies, such as Dances with Wolves, even last more than 120 minutes. India production movies usually last up to 180 minutes.[7]

3. Cartoon movie as teaching media

According to Hamalik, movie is a combination between movements, words, music and colors. There are many tools that can be used to deliver messages to students. In this research, the writer use cartoon movie as the media to teach the language. Movie is kind of visual aids. Movies here are just like the movie in the theatre or in a video.[8]

Movies are able to communicate better than other media, because by using movies, it will present language in context in ways that a cassette cannot. Students

[6] *Ibid*,.p. 2
[7] *Ibid* p 3
[8] Oemar Hamalik.*Media Pendidikan*.1982.Bandung: Alumni,p.102

can see who is speaking or what's speaking, where the speaker is and what they're doing.

Movie is a useful tool to deliver message for learners beside of the use of video. Beside of the use of visual aids as media, it also can be used as a way to transform messages or learning information. By using movie, learners are not only learning about the messages, but the learners also need learn some characters, expression from the movie presented. By using movies as media, a teacher will be able to deliver messages to the learners whether visually, orally and aurally, or even the three of them. This can be done to avoid verbalism that might happen to the students.

Film or movie is a media which have a very big ability in helping teaching - learning process. So, we can call movie or film as one of educational media. [9]

4.   Advantages and disadvantages of Movie teaching and learning process

Teaching in general or English teaching in particular is combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved.

However, in teaching learning process, a teacher needs to bring and apply all components into classroom.

a. Advantages of using movie as teaching media

---

[9] Arief S Sadiman, dkk. *Media Pendidikan*. 2006. Jakarta: PT Raja Grafindo Persada.p.67

Harmer states the advantages of using movie in teaching and learning process are:

1) Seeing language-in-use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic feature gives valuable meaning clues and helps viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-cultural awareness

A movie uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British „body language" when inviting someone out, or how Americans speak to waiters. Movie is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can

provoke genuinely creative and communicative uses of the language, with students finding them doing new things in English.

4) Motivation

For all of the reasons so far mentioned, 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 task. [10]

b.   Disadvantages using movie as teaching media

According to Azhar, he describes that the disadvantages of using movie in teaching and learning process are:

1). Procumbent of movie generally is expensive and cost a lot of time.

2). When the movie showed, the pictures will keep changing making all students are not able follow the information given through the film.

3). Films not always appropriate with the needs and desired learning objective.

C. General Concept of Writing

1.   Definition of Writing

Writing is the language use toexpress and to communicate with others. It must be difficult without practicing regularly. Ann Brown said "writing is important in our live and as communicative acts that transmit information and link

---

[10] Harmer, Jeremy.*The Practice English Language Teaching*. New York; Longman.2004.p.282

people together".[11] Accordingly, students are expected to convey their ideas, feeling, and knowledge in written language. Unfortunately, it seems hard for teacher to train their students writing because generally the students do not know what and how to write.

Writing is considered as boring and difficult activity. Some students simple do not like to do writing. They will abandon writing process in the class when they assume that they cannot write. Jerry G. Gebhard said "such negative attitudes are problematic in EFL/ELS writing classroom. When students believe they cannot write or have a defeatist attitude towards writing, they disengage themselves from the writing process"[12]. Rise B Axelord and Charles R. Cooper said, "Writing is a complex process and such contain elements of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage".[13] Then Bernet & stubbs defines "Writing is physical acts, to be performed fully, to bring pleasure, to both performance and audience, it requires practice"[14].

From several definition of writing above, it can be concluded that writing is not a simple speech that written on the paper. In fact, writing is more complicated rather than speech because writing requires some aspects not only grammatical, rhetorical devices, vocabulary but also other elements as mentioned above. The important thing of learning writing for the students is to express

---

[11] Ann Brown, *Helping Children to Write,* Paul Chapman Publishing Ltd.,1993, p.2
[12] Jerry G. Gebhard, *Teaching English as Foreign or Second Language,* (Michigan: The University of Michigan Press,1996) p.237.
[13] Rise B Axelord and Charles R. Cooper. *The St martin Guide to Writing,* (New York: St martin's Press, Inc.,1985),p.3.
[14] Barnet & Stubbs's, *practical Guide to Writing (4th edition),* (Canada,Brown Company,1983), p.3

themselves on the paper and they expected to be able produce in their own language. And the students should more practice it so they could write well.

2. Elements of Writing

According to Harris there are four elements of writing, there are:[15]

a. Mastering Vocabulary/Diction

He stated that vocabulary's mastering / diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts; mastery of vocabulary can improve by reading and listening a lot.

b. Mastering Grammatical Rule's / Sentence Structure

Mastering grammatical rule's / sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c. Coherence

---

[15] Harris D. P. *Testing English as a Second Language*. New York; Mc. Graw-Hill Book Company. 1969.p.68-69

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

d. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem; the students are suggested to open dictionaries before they are going to write.

3. Visual Aids in Teaching Writing

As a good teacher, we need to use visual aids as a method in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them.

From Heaton's statement above the writer can conclude that besides the other language skills (reading, listening, and speaking), writing is one of language skills that is more complex and difficult than the others. Because students must be master the grammar and vocabulary. The students must have concept of writing not only in their brain but they also have to translate it in writing language, and it is difficult to write concepts that exist in our brain. So

18

more students assume that writing is a difficult lesson and the result is that the students do not want to study writing or make a text of writing. It is important for teacher to find a method that can make students easily master the material and they can also enjoy the writing class. The writer hopes that movie can be an alternative method in teaching narrative texts writing.

There are many lots of methods of teaching that can be applied in teaching and learning process such as using pictures, song, card, games, film, drama and more methods that the teacher can use. This method can help the students and teacher in teaching and learning process.

The English teacher can use any kinds of method or visual aid but they must remember that the method must be suitable with their classroom situation; it must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.

He also had opinion in his book, Visual Aid for Teaching English to Speakers of Other Languages, that the use of any kind of methods has goals to give the students the opportunity to express their own idea, using the language pattern that they have learned. The function of using all kinds of method of opportunity in using English in a way that enables them to express their ideas, interest feeling and needs, clearly, correctly and confidently. From that statement the writer can conclude that visual aids are very important and useful in teaching learning process so that students will be more enthusiastic in learning writing in

classroom.[16]

D. General Concept of Simple Present Tense

Tense is a systematic structure to describe different form of verbs that show the time action. Meanwhile, simple present tense expresses daily habits or usual activities. Basically the simple present tense is used for events or situations that exist always, usually, habitually in the past, present and future.[17]

1.   The Uses of Simple Present Tense in Verbal Sentences

Tense represents some forms of a verb which refers to when the action happens. Moreover simple present tense is used to expresses habitual or everyday activity. In general, the simple present expresses events, actions and situations that are happening all the time, or exist now. For example, I study two hours every night.

1) The simple present tense used to express habitual action.

Example   : *Ali goes to school every morning.*

---

[16] Kreidler, Carol, J. *Visual Aid for Teaching English to the Speakers of Other Languages*. Washington D.C. Center For Applied Linguistics, 1965.p.41

[17] Betty S. Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice-Hall, 1992),p.3

We usually study at night.

2) The simple present tense used to general action and truth.

    Example   : *The sun rises in the east and sets in the west.*

                 A year has twelve months.

3) The simple present tense used to express events, actions, or conditions that are happening or exist a moment

    Example   : *I work hard at home.*

                 She seems to be very tired today.

4) The simple present tense used to express the meaning of present continuous tense by using certain verb in simple present tense, such as agree, consider, expect, like, know, prefer, remember, wish, want . etc

    Example   : *I love you……...not I am loving you.*

                 They agree with you……...not they agreeing with you.

5) The present simple tense used to express that will be happen in the future.

    Example   : *The plane leaves tomorrow morning*

                 We leave for Jakarta on Tuesday, our train arrives at 9.05.[18]

E. Teaching Writing Simple Present Tense by Cartoon Movie

---

[18] Betty S. Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice-Hall,1981), p. 11

Numerous of media can be applied in teaching writing simple present tense. However, it is a must for teachers to be careful about in choosing them, so that the process of teaching and learning writing simple present tense will succeed with the satisfactory result. One of the media of teaching writing simple present tense is using Cartoon Movie. Cartoon Movie is suitable for students at SMP N 3 Palangka Raya. they can lower their anxiety to get involved and participate in the learning activities. The important thing is that Cartoon Movie is an appropriate media for SMP N 3 Palangka Raya students' characteristic and need. They like watching Cartoon Movie. Their world is still full of enjoyable activities.

In this study, Cartoon Movie is chosen as a media for teaching writing simple present tense. The writer assumes that this media is appropriate for junior high school and is expected by the English curriculum in which the teaching at junior high school can be more cheerful and encouraging.

1. The Steps of Teaching Writing Simple Present Tense by Cartoon Movie

In this study, cartoon movie is chosen as a media of teaching writing simple present. The writer uses Ben 10. Ben 10 is cartoon movie series that is a wonderful show for children. The steps of teaching writing simple present tense by cartoon movie are:

1). *Pre Activity*

The teacher greeted and addressed the students, checked attendance list, and aroused the student's motivation by giving questions about the material.

2). *Whilst Activity*

The teacher will play the cartoon movie for the students, ask them to mention the activity that showed in cartoon movie, explain difficult or new vocabulary, explained again about the material in more simple way, so the students will understand better, and giving a test about the material.

3). *Post Activity*

The teacher asked the students to do the test, asked the students to submit their answers, discussing the test together, gave the students chance to ask, the teacher gave homework, and closed the lesson.