

CHAPTER II

WRITING, NARRATIVE TEXT AND FILM TRAILER

This section discusses theories and literatures related to the study. Moreover, this chapter reviews in detail about teaching writing: the aims of teaching writing, the process of teaching writing, teaching writing using media. Then, Narrative: generic structure of narrative, language features of narrative, teaching narrative writing. Film trailer: definition of film trailer, features of film trailer and film trailer in teaching writing narrative.

2.1 Teaching Writing

Writing is defined by Harmer (2004: 86) as a process and the influence of genre forces. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. Meyers (2005: 2) stated that writing is an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Many people conclude that writing gives the most available input because of the outcome, visible language and permanent record of thought and feeling. Teaching writing is important to conduct as stated by Belden (2007) that learning to write well is very essential to improving communication skills, grammar and gives a special contribution to the way of critical thinking. There is a need to write well to succeed regardless of what type of job it is.

2.1.1 The Aims of Teaching Writing

In Senior High School curriculum, writing becomes an important skill that should be taught in teaching- learning language. It can be seen from the content standard of English for Senior High School. The content describes how to

construct the contextual text as the purpose of teaching writing. In addition, the content also mentions how to construct meaning and rhetorical step of the text by using acceptable language in order to communicate well. Therefore, to achieve those purposes, teachers should guide the students so that they are able to create the text rhetorically based on the context given.

According to Byrne (1995:6) there are some goals of teaching writing. First, the introduction and practice of some form of writing provide students for different learning style and needs; so that, they feel more at ease and relax. Second, writing provides students with some tangible evidence that they make some progress in the language. Third, writing is likely a medium and also classroom activities. The last, It is often needed for formal and informal testing.

2.1.2 The Process of Teaching Writing

There are several stages in writing process which are introduced by Brown (2001: 348) three stages in writing process namely pre-writing, drafting, and revision. Pre-writing stage encourages writers to generate ideas, which can occur in various ways, for example reading a passage, skimming and /or scanning a passage, conducting some research, brainstorming, listing, clustering, discussing a topic and free writing. Drafting stage, deals with the process of transforming the ideas into form of paragraph. The purpose of this stage is to discover how the writers can express their ideas in the clearest manner, so that the readers will receive the same message, with the same impact, that the writers intended. The last stage is revising which is related to the corrections process of writing such as,

scratching out unnecessary or irrelevant information, squeezing ideas or making some additions.

Another opinion comes from Dietsch (2003:9) explains that writing process consist of four stages, they are pre-writing, drafting, revision, and editing/proofreading. The pre-writing stage relates to generating idea process. Drafting stage deals with developing ideas and transforming it into sentences in a semi organize manner. Revision stage, the writers recognize the draft. During this time, the writers reshape the ideas, refine, develop them also delete and clarify them. The last is editing. In editing process, the writers re-examine the details within each sentences.

Writing process approaches aforementioned are the standard stages. They could help students overcome their difficulties in writing. In addition, there is another approach needed in teaching writing such as genre based approach (Kim, 2006). He states that the genre approach may be useful to solve the problems faced by learners in writing task, such as choosing appropriate vocabulary, organizing the structure properly, following correct grammar rules and integrating ideas. In detail, the genre approach is one of suggested approaches that can be used in teaching writing since it presents some examples for students who have only limited exposure to authentic English writing.

Genre approach is introduced into English curriculum in several countries includes Indonesia. Indonesia through its curriculum, task –based curriculum, approved some genre to be taught in classroom: Spoof, recounts, reports, news item, anecdote, narrative, description and explanation (Gerot & Wignel 1994:

204). In relation with the curriculum, this study used genre approach applied in teaching writing of one of the text that is based on the specific social purpose, namely narrative. Narrative is the most popular genre in language teaching especially in English Subject of High School.

2.1.3 Teaching Writing Using Media

According to Van els et al. (1984) cited in Lusiana (2008), media are all aids which may be used by teachers and students to gain certain educational objectives. Furthermore, media can be categorized into visual and aural. Both of them are intended to increase the learning outcomes of teaching foreign language. Reiser and Dick (1996) cited in Fathiyaturrizqi (2010) stated that the function of media are 1) saving time, which means that most media presentation requires a short time to transmit their message, 2) stimulating interest, 3) encouraging students' participation, 4) providing information and example 5) helping students learn communicate ideas visually, 6) providing medium for individual or group reports, and 7) making a classroom dynamic, relevant, and attractive.

Heinich et al (1985:2) states that teachers can get greater learning results when media are integrated into the learning process, its equal amounts of learning are often accomplished in less time by using educational media and that media generally facilitate learning and are preferred by the students when compared with traditional instruction. Media can increase interest, comprehension and retention; it is based on the hypothesis that the more abstract the context of a message, the more difficult it is to comprehend. Thus, media have the ability to add concreteness to any learning situation.

There are several kinds of media. According to Gerlach and Elly (1980) media in teaching can be categorized into several kinds; still pictures, audio recording, motion picture, television, and programmed and computer-assisted instruction. Teacher can choose any kind of media to ease the process of teaching and learning in the classroom. Furthermore, basically, Gerlach and Elly (1980) defined other media in teaching are following:

- Audio recording, which deals with the reproduction of sound of the actual event. The sound in the recording could be genuine or edited.
- Motion picture or video tape recording, deal with the moving image or action.
- Television includes all types of audio video recording which can be seen on the television screen. It can be a movie, advertisement, or event news.

Some researches have conducted the research deal with teaching writing using media. Brian Galagher (1986) did the research to the two-year collage used film segment. The research brings students' visual literacy to their writing. Lee Yvonne (2006) applied multimedia approach to teach writing to primary students. Meanwhile, Karnedi (2004) used electronic mail (e-mail) to teach writing to college student in Indonesia Open University. All the results of the research show that media gave significant contribution in teaching learning process.

2.2 Narrative

Since narrative is the most frequently occurred and exposed in language teaching, so the study choose this genre to be discussed. There are some perceptions of narrative. Manfred (2005) defined narrative as a sequence of events

which involves characters. Meanwhile, Labov (1988) defined narrative as one method of recapitulating past experience by matching a verbal sequence of clauses to the sequence of events which (it is inferred) actually occurred. While Landa (2005) explained that narrative is not only a series of events but also representation of a series of events. Based on the social function, Anderson (2007, p.3) presented narrative's social function is proposed to amuse and to deal with actual or vicarious experience in different ways; narratives also deal with problematic events which lead to a crisis or turning points of some kind, which in turn finds a resolution.

2.2.1 The Generic Structure of Narrative

Another aspect of narrative is the generic structure or the text organization. Derewianka (2004, p.40) began the generic structure of narrative by **orientation**, where the writer introduces the characters of the story, the time, and the place the story happened. The next stage is **complication**, which is a series of events in which the main character attempts to solve the problem. Here, the conflicts arise. Then the last stage is **resolution**, where the ending of the story appears. The resolution is containing the problem or complication solution. In narrative, the complication may be resolved for better or for worse, but it is rarely left completely unresolved.

There are some features that writers should recognize in narrative text.

They are as below:

- Plot: What is going to happen?
- Setting: Where will the story take place? When will the story take place?

- Characterization: Who are the main characters? What do they look like?
- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- Theme: What is the theme/ message the writer is attempting to communicate?

2.2.2 The Language Features of Narrative

Language features are also identified as Lexicogrammar features, in some theories of grammar; it is called “syntax”, which is studied independently of semantics (Gerrot and Wignell, 1994:3). Language features (Darewianka: 2004, p. 42) involved in narrative are:

- a) Focus on specific and individualized participants with defined identities.
- b) Use of material process (action verbs).

Material processes are defined into process of doing or saying what happen and what someone do or what is done.

- c) Use of behavioral and verbal process, which deal with human psychological and physiological behavior, such as walking, laughing, and dreaming, etc. While verbal process deals with describing the process of saying, for example telling, warning, talking, etc.
- d) Use of relational process and mental process.

Relational process is a process of being and having that can be classified whether to identify something and to qualify the action.

Mental process is a process of sensing. The sense can be used to describe and develop the experiences, setting and characters. It can focus on

thinking, feeling and perceiving. For example: How does it feel like? How does it smell like? What can be heard?

- e) Use of past tense
- f) Use of temporal conjunction and temporal circumstances that describe time and place. Conjunction refers to semantic system used to connect the clauses in terms of temporal sequence, consequence, comparison, and addition. The use of conjunction is connected with time where the action takes place.

Table 2.1

Temporal Conjunction

Transition Words and Phrases			Subordinators		Others
First	First of all	Soon	After	Since	The first step...
Second	After that	Gradually	As	Until	In the second step...
Next	finally	Meanwhile	As soon as	when	On the third day...
Now			Before		During the night...
Then					

- g) Can be written in the first person or third person.

In accordance with Gerot and Wignell, Anderson (2007: 8) also states language feature usually found in a narrative are:

- Specific characters
- Time words that connect events to tell when they occur
- Verbs to show the actions that occur in the story
- Descriptive words to portray the characters and setting.

2.2.3 Teaching Narrative Writing

The Indonesian curriculum of English (2006) has developed a text-based curriculum. In order to implement a text-based curriculum, a genre approach is applied. Hammond (1992) as cited in Burns (2001, p.202) and Kim (2006) proposed that teaching writing through genre approach is wheel model having three phases: modeling, joint negotiating of text by learners and teacher, and the independent construction of text by learners.

Agustien (2005) proposed that the genre approach recommended two cycles and four stages in implementing the text-based curriculum. The first cycle is spoken cycle while the second cycle is written cycle. Each cycle consists of four stages. The first stage is called building knowledge of the field. The second stage is called modeling of text where students are exposed to write written text. The third stage, called joint construction of text. The fourth stage is called independent construction text. At this stage, students are expected to be able to write text independently.

Narrative is the most exposed genre in Indonesian curriculum of English subject of High school. Narrative is exposed mostly because of its social function and its simplicity. Yet, the uses of various teaching methods are needed to carry out activities at all stages. Furthermore, this study will apply genre-based teaching method to teach writing narrative text as a selected teaching technique.

2.3 Film Trailer

Learning English by using films can be very fascinating for all students especially in EFL classroom since they can experience a refreshing learning and

as a taking a break from learning drill practice and memorizing vocabulary by replacing with something real that can not be found in textbooks.

Slide (2001: 112) defined Film Trailer as coming attraction trailers and prevue, are utilized to sell a new film to a theatre audience by providing a brief outline of the star or emphasizing the most commercial aspect, of the production (that is, its stars, director, or unusual theme). Thus, a trailer has to achieve that in less than two and a half minutes, the maximum length allowed by theaters. Each studio or distributor is allowed to exceed this time limit once a year; if they feel it is necessary for a particular film.

Gebhardt (2004) mentioned Movie trailers as short segments (usually two to three minutes) of key scenes that provide interesting linguistic input and action accompanying the language. In addition, Poyton (2005) proposes that film trailers are persuasive texts designed to get an audience excited about seeing a film at cinema and basically they tell a narrative, establishing genre, setting, character and plot, without (hopefully) giving away the ending. Since film trailer is not time consuming and reveals some attractive scenes, it is worth used in classroom interaction.

2.3.1 The Features of Film Trailer

Trailers tell the story of a movie in a highly condensed, maximally appealing fashion. Since movie marketing has become a large industry, trailers have become highly polished pieces of advertising, able to present even poor movies in an attractive light. Some of the elements are common to many trailers are listed below:

- A **green band** is an all-green graphic at the beginning of the trailer, usually reading "The following PREVIEW has been approved for ALL AUDIENCES by the Motion Picture Association of America," and sometimes including the movie's MPAA rating. This signifies that the trailer adheres to the standards for motion picture advertising outlined by the MPAA, which includes limitations on foul language and violent, sexual, or otherwise objectionable imagery.

Picture 2.1
Green band



- Usually **studio logos** are featured near the beginning of the trailer. Often there will be logos for both the Production Company and distributor of the film.
- Most trailers have a **three-act structure** similar to a feature-length film. They start with a beginning (act 1) that lays out the premise of the story (act 1) similar to orientation, the middle (act 2) the same with complication which drives the story further and usually ends with a dramatic climax, and the last is act 3, it can be said as resolution which describes the possibility of the ending of the story. Act 3 usually features a strong piece

of "signature music" (either a recognizable song or a powerful, sweeping orchestral piece).

- **Voice-over** narration is used to briefly set up the premise of the movie and provide explanation when necessary. Since the trailer is a highly condensed format, voice-over is a useful tool to enhance the audience's understanding of the plot.
- **Music** helps set the tone and mood of the trailer. Usually the music used in the trailer is not from the film itself
- A **cast run** is a list of the stars that appear in the movie. If the director or producer is well-known or has made other popular movies, they often warrant a mention as well.
- **Sound Mix** Many Movie Trailers are presented in Dolby Digital or any other Multichannel sound mix. It is very probable to hear dramatic explosions and music in multichannel sound during a movie trailer.
- **Video resolution** Movie trailers are presented in the same resolution as the feature film. In HDTV Channels (such as Universal HD) movie trailers are presented in HDTV and Dolby Digital 5.1 Sound

(Slide, 2001: 114)

2.3.2 Film Trailer in Teaching Writing Narrative

Film trailer can be categorized into Audio-visual motion picture media which has the function to attract the students' attention and to focus more in learning English. As mentioned before, this media is expected to conduct its function to assist teachers on English subject in learning narrative. Slide (2001) claims that

the film trailer has three acts as explained before, which include premise of the story (act 1) similar to orientation, the middle (act 2) the same with complication which drives the story further and usually ends with a dramatic climax, and the last is act 3, it can be said as resolution which describes the possibility of the ending of the story. Moreover, Heffernan (2005) argued that film trailer has a narrative structure as follow:

1. **Opening**

Establishes setting and introduces character

2. **Build Up**

Relationships established. Development of characters and their world...

3. **Problem**

A dilemma or series of complications. Characters are faced with an obstacle to overcome a mystery to solve. Often more than one.

4. **Events**

A series of events/action as characters try to overcome obstacle, solve problem, discover truth etc. Further complication may arise in the process.

Based on the description above, it is clearly seen that film trailer and narrative have similar aspects. Both of them have three steps in presenting a story: orientation, complication, and resolution (Labov, 1988). By using film trailers, the students are fully introduced to a type of narrative genre unconsciously. It enables and eases them to analyze the orientation, complication, and resolution of narrative in the trailer. It also can be applied into narrative writing product.

The procedure of using film trailer in teaching narrative writing utilized genre based approach as suggested by Agustien (2005), it is started by building the students' knowledge of field (BKoF) or context exploration. In this step, the students are asked to watch trailer and write down the characteristics, setting and main idea of the film. Then, the students are asked to give their opinion based on their identification about the film. Furthermore, they are required to work in group of four to discuss the main idea and write it down into a paragraph. In this session, the teacher gives feedback, corrections and guidance. Feedback is very important for students as in line with Harmer (2004:257) that feedback can fulfill students' need especially in enhancing their knowledge of grammar. The focus of this step is to comprehend main idea of film and to tell a glance of intrinsic elements of narrative.

The second procedure is modeling of text (MoT) or text exploration. In this stage, the students are required to watch others film trailers and identify deeply about intrinsic elements of narrative such as; setting, plot, character furthermore about generic structure of narrative. Beside, students are expected to explore narrative text. This procedure requires the teacher to expose the same kind of stories through film trailer. This procedure focuses on encouraging students to comprehend the text and produce a draft shows generic structure of narrative.

Joint Construction of Text (JCoT) is the next procedure. In this step, the students are needed to work together in planning writing process. They are guided by sentences or orientation of text. Besides, the students are asked to make

collaborative writing. This procedure encourages students to make writing in team working.

The last procedure is Independent Construction of Text (ICoT) or Individual Application. Before the procedure gets the students to make the outline, they need to watch again several film trailers, and then they are asked to produce their own narrative text. They discuss their writing with the teacher for some correction. Finally, several students read their work in front of class and the others students should give their opinion and comments. This procedure is expected to make the students create their own text confidently.

