

## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of Reading

Simanjuntak (1998: 75) states that reading is a process of putting the reader in contact and communication with ideas. As matter of fact, human beings are preprogrammed to perform language act, such as listening, speaking and writing. Another definition of reading says that “reading is an active process in which readers shift between source of information (What they know and what the text says), elaborate meaning and strategies, check their interpretation (Revising when appropriate), and use the social context to focus their response.

Walker; 2005: 14 According to Haris (1988), reading is complex activity. His definition of reading is as follows:” reading is the act of responding appropriately to printed symbol, is a social process that each symbol of combination of symbol is associated with a sound or sound in the language, and each printed word conveys meaning from the same prior social experience. It is highly skilled activity involving auditory and visual perception and discrimination, comprehension, reaction, and integration.”

From those definition above it can be concluded that reading is regarded as complex activity that involves various activities such as: looking, thinking, and understanding. Furthermore, readers must know each printed symbol and analyze letter sound until they can pronounce each of printed word symbols.

## **B. The Purpose of Reading**

The purpose of reading is looking for and getting information from books or texts. In reading, the students have to understand the idea, the content and the meaning of the texts on the passage. According to Anderson in Tarigan (1995: 9-10) there are some purposes of reading, those are:

1. Reading for details or facts

The students read the text to get detail information of text or to know the version that have been done by the writer or solve the problem of the writer.

2. Reading for main ideas

The students read the text to know or to find out the main idea on the text or the main problems on the text.

3. Reading for sequence or Organization

The students read the text (books) to know “what is happening in each part of the passage in every episode and solving the problem of the text.”

4. Reading for inference

The students read the text in order to find out the conclusion from the action or idea in the text.

5. Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.

## 6. Reading to evaluate

The students read the text to find out the characteristics of each character then evaluate them, either the character can be imitated or not and the student tries to evaluate what the writer has been done.

## 7. Reading to compare or contrast

The students read the text to compare the plot or the content of the text whether having similarity with the readers or even contrast.

### C. Kinds of text

There are many kinds of English text. Those are recount, report, discussion, Explanation, Exposition, new item anecdote, narrative, procedure, description, and review. Every text has their own characteristics, these are characteristic of each text:

#### 1. Recount Text

Social Function : to retell events for the purpose of informing or entertaining.

Generic Structure:

- a. Orientation: provides the setting and introduces the participants
- b. Events : tell what happened, in what sequences
- c. Reorientation: optional closure of events

The language features of recount text:

Focus on specific participants, use material processes, circumstances on time and place, use past tense, focus on temporal sequence

## 2. Report Text

Social Function : to describe the way things are with reference to a range of natural, and social phenomena in our environment

Generic Structure:

- a. General classification: tells what phenomena under the discussion
- b. Description: tells what the phenomenon under the discussion is like in terms of parts, qualities, habits or behaviour.

The language features of report text: focus on generic participants, use relational processes to state what is and that which it is. use simple present tense

## 3. Narrative Text

Social Function :to amuse, entertain

Generic Structure:

- a. Orientation: sets the scene and introduces the participants
- b. Evaluations: a stepping back to evaluate the plight.
- c. Complication: a crisis arises
- d. Resolution : the crisis is resolved

The language features of narrative text: focus on specific participants, use material processes, behavioral processes, and verbal processes. Use temporal conjunctions, and temporal circumstances and use past tense.

## 4. Procedure Text

Social Function : to describe how something is accomplished through a sequences of actions or steps.

Generic Structure:

- a. Goal
- b. Material
- c. Steps

The language features of procedure text:

Use simple present tense, often imperative. use mainly material processes

### **5. Descriptive Text**

Social Function : to describe a particular person, places, or things

Generic Structure:

- a. Identification: identifies the phenomenon to be described
- b. Description: describes parts, qualities, characteristics

The language features of descriptive text:

Focus on specific participants, use simple present tense

In this study the writer choose narrative text as the material because narrative text is a long text and it make the students bored in reading the text, so it is suitable with the main purpose of this research, that are find out the effectiveness of cartoon movie in teaching a kind of text, that is narrative text.

### **D. Teaching Narrative Texts**

As an international language, English are also taught in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry Of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance:

1. To give students on effective reading ability
2. To give students the ability to understand spoken English

3. To give students a writing ability
4. To give students a speaking ability

One of the objectives of English language teaching is to give students an effective reading ability. Learning to read is a process of discovering and organizing the ideas. Reading is the most difficult lesson in the school since the students have to read the printed symbol. To handle this problem, the writer will use cartoon movie in improving their ability in reading especially in reading narrative text. Students can feel more relax in learning reading lesson and it will be easier for them to read narrative texts. In this case, the writer used cartoon movie as a media in teaching narrative text. The writer used six titles of movies; they are Bee movie, Shrek forever after, Merry madagaskar, Ice age 3, Up and Horton. The writer shows one video in one meeting and then discuss the content and the generic structure of it together.

The steps in teaching narrative text using cartoon movie:

1. The teacher shows the movie in the begining of the lesson
2. The teacher and the student discuss the contain and the moral value of the film together
3. The teacher distribute the narrative text to the student
4. The teacher and the student discuss the contain, the generic structure and the difficult word of the text together
5. The teacher ask the student to do the exercise below the text
6. The teacher and the student discuss the answer together.

## **D. General Concept of Narrative Texts**

### **1 The definition of narrative text**

Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with other. Anderson (1997:8) states that narrative text is a piece of text that tells us a story with the purpose to enthralls or informs the reader or listener. In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event to lead a crisis or turning point of some kind in turn finds a resolution. From the definition above, the writer concludes that narrative story is a story that tells us about something interesting that has purpose to amuse, entertain or the readers.

### **2. The characteristics of narrative texts:**

Every text has their characteristic. It is used to make the differentiation from the other text. These are the characters of narrative text:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order.
- c. The text tells the story in the past
- d. The purpose of the text is to entertain the reader with the story of it.

### **3. The goal of narrative text**

Every tet has the own goals or purpose. Narrative text is a text that tells a story, beside that narraive text also hs their different goal or purpose, they are:

- a. to entertain the reader or listener, it means that by reading or listening the

story, the reader or listener will feel enjoy and entertained.

- b. to amuse the reader with the content of the story
- c. to give information about a story to the reader, it means that the reader or the listener will get a lot of information by reading or listening to the story

#### **4. The language features of narrative text**

Language feature is one of the important things in narrative text, language feature shows the characteristic of the word that is used in the text, and there are the language features of narrative text:

- a. use time connector, time connector is time words that connect to tell when they occur.
- b. use verbs to show the action that occur in the story, every verb explain the action in the story
- c. use descriptive words to describe the character and setting.

#### **5. Generic Structure of Narrative Texts**

Anderson (1997: 8) states that the generic structures of narrative text are:

- a. Orientation/ exposition

In this part, the readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

- b. Complication/ rising action

This part described or explained the problem in the text, the problem usually involves the main character.

c. Sequence of event

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback.

d. Resolution/ falling action

In this part, the climax of the story falling down, the problem or the complication finds the resolution in this part.

e. Reorientation

It is the closing of the story.

## 6. Types of Narrative Texts

### A. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- a. Orientation: the narrator tells the funny characters names in unusual setting.
- b. Complication: in this part, something crazy happen.
- c. Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- d. Resolution: the story end well.(Neo, 2005: 58)

### B. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the features of romance:

- a. Orientation: it contains hunk male and female who is looking for love, exotic

setting, sunset, beaches, and moonlight.

- b. Complication: boy meets girl.
- c. sequence of event : it contains the development relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.
- d. Resolution: boy gets girl, marry and live happy ever after.

(Neo, 2005: 59)

### **C. Historical Feature**

Here are the features of a typical historical fiction text:

- a. Orientation: a setting in the past and description of a period in history.
- b. Complication: good meets evil
- c. Sequence of event: action related to a period in history, character's lives affected by the events of history, description of live at the time.
- d. Resolution: characters survive the chaos of the time (for example, the war ends).(Neo, 2005: 59)

### **D.The Diary Novel**

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

- a. Orientation: main character is the narrator. Time setting is given by diary entries.
- b. Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- c. Sequence of event: diary entries tell of feelings, hopes, and happening.
- d. reorientation : the narrator tells what happens to solve the complication.

(Neo, 2005: 60)

### **E. Fantasy**

Below are the features of a typical fantasy narrative:

- a. Orientation: setting may be in another dimension with goals, witches, wizard, and so on. Hero who may has magical power.
- b. Complication: evil forces affect the goodies.
- c. Sequence of event: use of magic. Action includes elves, dragons ants mystical beasts, heroism.
- d. Resolution: God defeats evil forces.

(Neo, 2005: 60)

### **G. Science Fiction**

Science fiction narratives are the setting involving science and technology.

Here are the typical features of the text type:

- a. Orientation: a feature setting and a world with technology.
- b. Complication: an evil force threatens the world.
- c. Sequence of event: imaginative description. Action involves technology, science, and super invention.
- d. Resolution: good defeats evil.
- e. Coda: take care that science is used for good, not evil. (Neo, 2005: 61)

## **E. The Concept of Media**

### **1. The definition of media**

The word “media” comes from Latin and it is plural form of medium which means intervene or connector. Media in this term refers to message sent from sender to receiver (OemarHamalik, 1990: 117).

Gadne in Sadiman (1993: 6) states that media is very important component or elements in students environment that can support the study. It can attract the students’ motivation. Brigg (Sadiman, 1993: 6) also states that media is physical units that give a massage and motivate the students to learn, such as: books, films, song, etc. Media are one of teaching material which are used by teacher in teaching learning process and this material is easy to get and make. Hamalik (1985: 23) said that teaching media is an instrument, method, and technique that are use to make communication and interaction between students and teacher more effective.

On the other hand, definition which is proposed by National Education Association (NEA) says that media are forms of communication, printed or audiovisual one, including it is supporting device. Media should be visible, audible, and legible. Media are used in the other elements. According to BreatzSadiman (1993: 20) there are three elements of media namely: sounds, visual and movement. The visual aid is divided into pictures, line graphic and symbol as the continuum of form that can be seen by our visual sense. The writer takes one kind of visual media that is movie. Movie is a common media that is usually used by the teacher to get some purposes of teaching learning. That is why visual is an instrument to get some interesting atmospheres in learning process.

Many teachers who said that media are one of instrument are used to get some information, media also one of communication instrument. Suparno (1989: 1) said that media is an instrument which is used as a channel to convey a message or information from the resource to the receiver and the message, which is a set of skills, and they have to master them.

Having got some definition of media, the writer is sure that using media is a good technique in teaching learning process.

## **2. The Purpose of Media**

The main goal in the use of educational media is to give a message or information which can be absorbed by students. In general, educational media have many functions. Media as clarify the presentation of message in avoiding the verbalism. Media can overcome the limitation of space, time and sense of power the object is too big to be brought to the class. It can be presented by regalia, pictures, and films, model or audiovisual.

Every student has his / her own characteristics environments and experiences but the curriculum is the same, so, the teacher has to make the same perception among the students. This problem can be overcome by using media that is able to: Give the same stimulus. Make the same experiences. Appear the same perception. (Sadiman, 1993: 16-17)

Generally students prefer learning by using the media. With the media, students can be motivated in their learning, particularly English, so English is not a frighten material but fun and interesting material. So the authors wrote this study to determine the level of movies that used in teaching narrative text in reading subject

## **F. Movie**

### **1. Definition of Movie**

Movies are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas). People in every parts of the world watch movies as a type of entertainment; a way to have fun. Most movies are made to be shown on big screens at cinemas or movie theatres. After movies are shown on cinema screens for a period of time (ranging from a few weeks to several months), movies are shown on pay television or cable television, and sold or rented on DVD disks or videocassette tapes, so that people can watch the movies at home. Later, movies are shown on television stations.

### **2. The genre or the type of movies**

A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up), or true, or a mix of the two. Although hundreds of movies are made every year, there are very few that do not follow a small number of set plots, or stories. Some movies mix together two or more genres.

At least there are 10 genres of movies, dramas, action, thriller, comedies, romantic comedies (rom-coms), buddy movies, science fiction movies, western movies, horror films, cartoon movie and documentaris.

However, in this research, the writer focuses only on cartoon movie. As we know that cartoon movie is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. It is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and

demonstrated in a number of ways. The most common method is as a motion picture or video program.

### **3. The advantages and the disadvantages of movies as learning media**

Latuheru (1998) said that the advantages of movie in instructional media or in learning media are:

- a. the use of movie attracts student interest to focus on their attention.
- b. movie helps the student understand the material easily.
- c. movie provides student a dispensable and real material.
- d. movie built up student ideas and concept to do with the material that provides on it, it makes the student understand the material easily and quickly.
- e. movie provides student with different way in study.

And the disadvantages of movie in instruksional media in learning media are:

- a. The movie can influence student habits'. So the teacher should know the story is suitable or not for the students.
- b. teacher need a lot of preparation before doing the teaching process

### **G. Cartoon movie**

Cartoon movie is motion picture or television film consisting of a photographed series of drawings, objects, or computer graphics that simulates motion by recording very slight, continuous changes in the images, frame by frame. Cartoon movie provide us something interesting and unique, like the story, the setting, the characteristics and the plot. All of them are made to attract people interest. These are the example of cartoon movie's summary :

### **Bee movie**

This movie tells about the life of bee. The name of the bee is Barry. The complication of this movie comes when Barry knew about the exploitation of honey by human, he tries to solve this problem by bring this problem into the court. Finally Barry win the lawsuit, and the honey farm give back all honey to the bees, and it makes all bees quit their works and its disrupting the natural balance. Finally Barry and Vanessa find a way to save all the flowers by going to the Tournament of Roses Parade in Pasadena, California and bringing back with them all the pollen-filled flowers to re-pollinate the world.

### **Shrek, forever after**

This movie tells about an ogre named Shrek who married with a princess, named Fiona. In the middle of their family life, Shrek was bored with their daily activity. He wants to live like a real ogre, as what he did before. This desire makes all the condition changes. Shrek met with Rumpleskin who has a bad planning to ambush the kingdom of princes Viona. Rumpleskin give a magic to the Shrek, and Shrek become an real ogre as he wanted, he didn't live with Viona and his children any more. He feels very happy, but he fell regret when he know that he does something mistake. This problem falling down when Shrek meets Viona and they share their love by kissing, and it erased the magic from Rumpleskin.

### **Merry Madagascar**

As the story begins, Alex, Marty, Melman, and Gloria are tried to escape Madagascar and return to New York using a hot air balloon that they built, but it was failure because of the lemurs broke their balloon when they shot the Santa clause. Santa Claus become amnesia and forget all of his duty to deliver all of christmast present.

Suddenly Alex, Marty, Melman and Gloria want to use the sleigh to go back to New York. Their plan didn't run well since the sleigh didn't work well, finally they went to Madagascar with the limited magic dust of Santa, they wanted to give back the duty to Santa. Finally Santa got back his mind and then did his work to deliver the present, and then Alex, Marty, Melman and Alex decided to stay in Madagascar to celebrate the Christmas with the lemurs.

### **Ice age 3**

The content of this movie are about the live of an prehistoric animal who lived in the ice land who face a lot of problem during their life. The characters of this movie are Sid, Manny and Diego. They tried to save the human baby that has been revenged by Soto, the leader of smilodon. The baby was separated from her mother, and before her mother disappeared she trusted her baby to Manny. Finally they decided to keep the baby and someday they will give back the baby into his family.

### **Up**

This is the story about a couple who idolized well known explorer named Charles F. Muntz. They have a dream to build a house near the paradise falls, along of their live. They try to get their dream, but Ellie dies and leaving Carl alone in getting their dream. Finally, with the hard process, Carl get the dream with the help from Russell, Kevin and Dug.

### **Horton**

Horton is the name of an energetic elephant who tried to save the microscopic particle they found in the speck of the dust. He tried hard to keep the dust, he face some

trouble during try o put the dust to the top of the mountain, it comes from his friends in the jungle, especially the female kangaroo was hate Horton very much. The end of the story is when Horton told to the mayor of microscopic particle to create loud sound to make everybody believes on him about the excistency of the who-vile, and it work well.

## **H. Basic Assumption**

1. Cartoonmovie makes the students understand the material easily because it has a simple story and easily to follow.
2. Cartoon movie makes students enjoy the lesson because cartoon movies make them interested.
3. Using cartoon movie in teaching narrative text will give positive effect for the students because cartoon movie contain a good moral massage and also funny so the teaching learning process will run well.

## **I. Hypothesis**

In this study the writer done the research with the thesis tittle “ The Effectiveness of cartoon movie in teaching narrative text on first grade student at SMA MUHAMMADIYAH 1 Purwokerto in academic year 2011/2012 “. The writer hypotesis is ” teaching narrative text using cartoon movie to the first grade student at SMA MUHAMMADIYAH 1 Purwokerto is effective.