CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter talks about review of related literature. It contains the definition and kinds of literature, movie, and teaching strategy.

2.1 Literature

Literature refers to works of the creative imagination of someone which he/she put in literary works. A study of art which serves pleasure is the definition of literature (Arp and Johnson, 2006). There are several kinds of literary works; they are drama, short story, novel, and movie. Literature is known as a basic matter of the imaginative creation or fictive instead of reality (Williams, 2006). Literature shows us about the beauty, ideas, customs and feelings. It tells us about someone’s experiences, which give the meaning of beautiful life, the struggles, and how to solve it. People can take the lesson from the literary works that someone made.

Based on the discussion above, it can be concluded that literature is literary works which tell us about someone’s ideas or experiences that make us as a reader, listener or audience to feel the circumstances in the story.

2.1.1 Kinds of literature

Literature is divided into several kinds of literary works according to Ackley E., et al. (1987) in Macmillan Literature Series book that is Understanding Literature. They are short story, drama, non-fiction, novel, the epic, and poetry.
a. **Short Story** is fictional literary works or the creation of author’s imagination. The limitation of story in short story is its length, it usually 1000 words – 7500 words.

b. **Drama** is performing or playing a story into the action to the audiences.

c. **Non-fiction** is factual written works. It tells about real event or story of someone. There are two types of nonfiction; biography and autobiography; and also essays. Biography is a story about someone written by someone else, while autobiography is a story of someone written by him/her. The last is essays; it is nonfiction writing that discusses about any topic.

d. **Novel** is a written story about author’s imaginary. It is the same as short story, but it is longer than short story.

e. **The Epic** is a long narrative kind of poem that indicates a hero’s adventurous. The hero’s adventurous story has its own chapters. Each chapter tells the hero’s adventure from one challenge to another challenge.

f. **Poetry** is usually said as special kind of literary works. The points that make poetry special are because it used beautiful language. It can be combined with sounds, and also can give the emotional effect to people who hear that. The result of poetry, which is poem, is not all about the truth and beauty. However, it can also tell about the real sadness like funerals or lost.
2.2 Movie

Movie or film is a communication media where it can give the information and influence the people’s way of thinking and feeling through the messages which delivered by the movie. The themes in the movie always give the values of life, experiences, etc. Movie always influences and creates the people through the messages (Alex Sobur, 2003).

Movie, as one of literary works, depicts humans’ lives. It means that movie is created based on real story of society’s life. Movie or film belongs to the value which lives on society and public desire (Irwanto, 1999).

2.2.1 Kinds of Movie

Movie is divided into several genres. Here are several genres of movie according to (Kerala, 2011), they are:

a. **Thriller** is a kind of movie that gives the excitement and raised the audiences’ tension. It usually shows the danger situation that an actor faces, throughout the problems, how to escape, and a mission.

b. **Melodrama** is exaggerated dramatic stories that aim to bring the audiences to feel the emotions of the conflict faced by the character.

c. **Musical Film** is a kind of movie that usually tells about the comedy or romance story which develops the character to sing the songs and is usually accompanied by dancing.
d. **Horror Film** is a movie’s genre that gives the creepy scenes to audience. It is always related to the supernatural thing, evil, nightmares, and terror that can emit the audiences’ negative emotional reactions.

e. **Western** is a movie’s genre that is related to a story about ethnic of group in America, telling about a life in the era where Indian civilization still exists.

f. **Fantasy** is a kind of movie where the characters and the setting are imaginary or just the author’s imagination.

g. **Historical** is a kind of movie that tells or gives the information about the events that occur in the past or usually tells about the memorable story of famous people.

h. **Road Movie** is a movie’s genre which tells about the story of main character that chooses to leave or escape from their current place to travel from place to place.

### 2.3 Teaching Strategy

This section discusses about the definition of teaching strategy, the function, and kinds of teaching strategy.

#### 2.3.1 Definition

Teaching is a process in guiding the learners to learn and facilitated them, and let them to set what to learn and how they want to learn (Brown, 2007). Strategy is planning, manner, and tactics in doing something. It means that strategy is an outline of the direction in action to achieve the goals that have been determined (Grafura and Wijayanti, 2012).
It can be concluded from several experts’ explanations that teaching strategy is the planning strategy which the teacher sets to overcome the problems found in the class and found in students to achieve the goal of teaching and learning process.

2.3.2 Function of Teaching Strategy

Teaching strategy that is used by teacher in every class is different. It depends on the conditions of class or students. The main function of using the teaching strategy itself is to solve the problems that found by the teacher in his/her class and students. After the problems are solved, teacher can achieve the goal of teaching and learning activity.

2.3.3 Kinds of Teaching Strategy

Teacher uses strategy to approach the students in teaching learning process. There are several kinds of teaching strategy based on several theories, they are:

2.3.3.1 Comprehension Strategy

a. Definition

Comprehension strategy in teaching literature is a strategy where students are discussing about one of the literary work and team up to comprehend the plot or what occur on the event in literary work (Berne & Clark, 2008)

b. Function

The function is not just aiming to make students be able to explain the meaning of what happened in the literary work, but it is also to make them be able to comprehend what it is about.
c. Procedure

1) Teacher takes over the first meeting in the class and introduces the idea of literature discussion with comprehension strategy.

2) Teacher brings four to five adult participants and talks about text with special intention that will be read to students.

3) Teacher asks to the adult participants what they feel while discussing and right after reading the literary work and explain it to students.

4) Then, students are allowed to ask questions to the participants for delivering their comprehension of text.

5) The discussion goes on again, the adult participants read a text and describe their experience and students will listen and ask question later on. However, teacher will be gathered with students to boost their confidence to talk.

d. Advantage and Disadvantage

The advantage of comprehension strategy is not only to be able to make students comprehend what happened in the literary work that be shown, it develops the oral language. The disadvantage is there are a lot of teacher’s roles when this strategy is applied.
2.3.3.2 Visual Literacy Strategy

a. Definition

Visual literacy strategy is a strategy which makes students are able to use their ability to describe, read, and understand the meaning or message which is in a visual image (Baker, 2012).

b. Function

The function of visual literacy strategy is to increase students’ intellectual capacity with giving information of an image.

c. Procedure

1) Students are asked by the teacher to collect the information from the image.

2) Prepare or set up an approach to make students check out the image which they are reading in any aspects (color, shapes, symbols, etc.), e.g. what can you see?

3) Then, teacher tries to make students reflect their emotional response toward the image. Students explain how the image make them feel (happy, sad, excited, angry), e.g. How does it make you feel?

4) Teacher asks students to dig out into the purpose of why the image made or the message behind it is made (as an art, entertainment, advertisement, etc.), e.g. what is the image trying to tell us?

5) After that, they are going to explain it in front of the class.
d. **Advantage and Disadvantage**

The advantage of this strategy is to enrich students’ understanding, and the disadvantage is it needs extra effort for a passive student.

2.3.3.3 **Free Writing Strategy**

a. **Definition**

Free writing strategy is a part of discovery strategy which exercising the writer to create his/her ideas and express their emotion without focusing on the rules of writing (Salas, Garson, Khanna, & Murray, 2015).

b. **Function**

The function of this strategy is to explore and find a new perspective of someone to produce new ideas.

c. **Procedure**

1) Students are divided into several groups. In each group, they have 5 to 10 minutes to read the book, short story or a poem. While reading they are asked to make a note about their opinion which is related to the literary work.

2) After using 10 minutes to read and make a note, one person in the group starts to read their opinion towards the theme of literary work.

3) The other members of the group listen then start to discuss and give a comment about the free-write or idea which one person has made.

4) Then, another person in the group will have a time to present their idea and the others will discuss it.
d. **Advantage and Disadvantage**

   The advantage of free writing strategy is it trains students’ writing skill by helping them to put the words in their head into writing product without any worry. On the other hand, the disadvantage is this strategy helps students to boost their confident in writing, but not to help them make a good work.

2.3.3.4 **Socio-Cultural Theory Strategy**

a. **Definition**

   Socio-cultural theory as literature teaching strategy is learning about specific or general thing through community to supports students’ need in learning literature (Dickfors, 2015).

b. **Function**

   The functions are expected to make students able to work or practice within the community and also develop their language skill.

c. **Procedure**

   1) To sustain the students’ needs in learning, teacher creates a literature community. However, the task will be given individually.

   2) The first job for teacher is to help students involved in the activities which proceed in the community. The students are invited to make rules of community with teacher, so the community can work well.
3) In a community, each student has the chance to read a text of literary work and share their thoughts of it, then asking for opinion to others to define their final result.

4) After working in a community, they will present their work individually in front of their friends when they are attending the class.

5) In the last meeting, students share their experiences working in community to sustain their learning need.

d. Advantage and Disadvantage

The advantage of this strategy is students will work how to communicate with a team or community to fill out individual or team needs. Moreover, the disadvantage is teacher should make an extra effort to make students feel being involved in the community so they can engage in the activity.

2.4 Teaching Problem

In dealing with class activities, the problems which are faced by teacher is normal. There are two kinds of problems that usually occur in a class according to (Heriansyah, 2012), they are:

2.4.1 Linguistic Problem : Linguistic problem is related to the subject which being focused on. It means the problems occur in the target language of students who learn it. Such as; pronunciation; grammar; and vocabulary.
2.4.2 Non-linguistic Problem: It is related to the students’ mental who involved in achieving the target language. It includes students’ motivation and confidence.