

# **CHAPTER I**

## **INTRODUCTION**

In this chapter presented the introduction of research. It covered background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and organization of the research.

### **A. Background of the Research**

English is an International language. It is important for us to understand and master English. It is used as the medium of information flows on science, technology, and culture as well. In Indonesia, English is taught in junior high school and senior high school, even in Elementary School. Studying English is not a new thing for the students of junior high school before. But, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone is speaking English.

The language skill to be achieved is divided into two parts of language function, namely oral and written English as a mean of communication. In this case, listening and speaking are oral language; reading and writing are written language. However for the students, the written one is the most difficult skill of language. It is caused that Indonesia people prefer speaking to writing.

One of the four skills above that plays an important role in the English language is writing. Writing is a form of communication to express the thinking or feeling through writing after spoken. Heaton (1994: 18) stated that,

“The writing composition is a task which involves the students in manipulating words in grammatically correct sentence from a piece of continuous writing which successfully communicate the contents through any ideas on a certain topic”.

Writing is one of difficult subjects at school. So the teacher must create a good way how to write in English correctly and easily. The teacher must consider the characteristics of the students which directly related to the learning process. In the teaching and learning process of writing, the teacher has an important role. John (1997: 12) states as bellow:

“Teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)”.

In this case, teaching writing achievement is purposed to write such kinds of text or genre. As we know, there are many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. For the beginners, it would be better to try or create free writing to explore whatever they want to write without any rules as like grammar or structure. The main point, the researcher is able to understand what he or she has written. The following step, he or she should try to make a good writing by

using correct grammar or structure. The nearest genre with that style of writing is narrative.

The students are provided with the several texts and taught about the communicative purpose, generic structure, language features and many other aspects in writing narrative text. After explaining the theory and the aspects, the students are trained and exposed to have practiced writing in cycles. All those activities are done in order to create an independent researcher who writes effectively and appropriately with the communicative purpose.

When the researcher conducted teaching practice in this school, the condition of teaching and learning process in *MTs Sultan Agung Junior High School* especially teaching writing skill in the eighth grade is good enough. The teacher gives explanation about material then orders the students to make sentence become a paragraph then. Nevertheless, the students never have a good media to make their writing easily even though they have been getting the teacher's guidance. For the students, mastering writing is the most complex problem in process of teaching and learning English. Therefore, cartoon movie and series picture are expected to be able to improve their writing skill and overcome their problem.

Based problem, the researcher tries to give something new in teaching writing, especially writing narrative text, by presenting two Medias such as cartoon movie and series picture. Then the researcher would like to make conclusion which media is suitable or give positive effect in developing students' ability in writing narrative text.

In this research, the researcher has inspiration to implement new media in teaching writing narrative text. Those are watching cartoon movie and using picture series. Researcher wants not only to know successfulness of students' writing but also to differentiate which media can have significant effect whether watching cartoon movie or using picture series. By using both Medias, students can acquire to find easy and enjoyable way to create their own sentence or text.

Based on the reason above, the researcher carries out a study entitled “A Comparative Study on Using Picture Series and Cartoon Movie toward Students' Writing Achievement in Narrative Text at the Second Grade Students' Mts Sultan Agung Jabalsari Tulungagung”.

## **B. Research Problems**

Formulation of research problem is very important to focus on the specific problem to avoid broader problem. The formulated research problems in this research are:

1. How are the students' achievements in writing narrative text taught by using picture series?
2. How are the students' achievements in writing narrative text taught by using watching cartoon movie?
3. Which media result better on students' ability in writing narrative text?

### **C. Objectives of the Research**

Based on the formulation of the problem, this research is directed:

1. To know the students' achievements in writing narrative text taught by using picture series.
2. To know the students' achievements in writing narrative text taught by using watching cartoon movie.
3. To know the media result better on students' ability in writing narrative text.

### **D. Research Hypothesis**

The statement of hypothesis can be stated on the following hypothesis:

1. Alternative Hypothesis ( $H_a$ )

There is significance difference between the student's writing achievement in narrative text score taught using picture series and watching cartoon movie at the eighth year students of MTs Sultan Agung Jabalsari Tulungagung.  $H_a$  is accepted.

2. Null Hypothesis ( $H_o$ )

There is no significance difference between the student's writing achievement in narrative text score taught using picture series and watching cartoon movie at the eighth year students of MTs Sultan Agung Jabalsari Tulungagung.  $H_o$  is rejected.

### **E. Significance of the Research**

It is expected that the research finding on the study can give contribution for the writer, the teacher, and the students.

#### 1. For the researcher

This research is important research because the research gives some experience to the researcher. This research offers a good way to teach writing achievements in narrative text taught using picture series and watching cartoon movie as media. This research also help the researcher understand to teach writing achievements in narrative text effectively.

#### 2. For the English teacher

This research is expected to be able to support and encourage the English teacher in creating effective way in teaching writing.

#### 3. For the students

The English students are hoped to write the narrative text taught using picture series and watching cartoon movie as media to improve the students' ability in writing achievements in narrative text.

### **F. Scope and Limitation of the Research**

Scope and limitation of this research is used to avoid uncontrolled discussion of this as follow:

1. This research focuses on the students' process in Writing Achievements in Narrative Text by Using Picture Series and Watching Cartoon Movie.

2. The subject of the research is the eighth year students of *MTs Sultan Agung* Junior High School at two classes, class A and B with the homogeneous means process score of post test.

### **G. Definition of Key Terms**

Definition of key term is necessary to be given in order to avoid misunderstanding of the research.

1. Writing achievement is a method of representing language in visual or tactile form.
2. Narrative text is a text which contains about story (fiction/ nonfiction/ tales/ folktales/ fables/ myths/ epic) and its plot consists of climax of the story (complication) then followed by the resolution. According Anderson and Anderson (1997a) stated that narrative is a text that tells a story and in doing so, entertains or informs the readers or listeners.
3. Picture series is an illustration of picture that can be used as two dimensional representation of person, place or thing (Sudjana, 1991: 12).
4. Cartoon movie can be called by movable picture, picture that can move. Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. In another words, movie can be called by film. A film is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the

students have big enthusiasm in teaching learning process in writing class.  
(Harmer, 2001:282).

## **H. Organization of the Research**

This research is divided into five chapters:

Chapter I is introduction, it deals with the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and organization of the research.

Chapter II is review of related literature. It consists of underlying theories that include the teaching of writing, description of narrative text, media for teaching writing, and review of previous studies.

Chapter III is research method. It consists of research design, population and sample, variable, research instrument, validity and reliability testing, data collecting method, data and data source and data analysis.

Chapter IV is research finding and discussion. It presents of description of data, hypothesis testing and discussion.

Chapter V consists of conclusion and suggestion based on the findings of the research.