

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents some aspects underlying the topic of the research. They are: (1) Background of the research, (2) Research problems, (3) Objectives of the research, (4) Research hypothesis, (5) Significance of the research, (6) Scope and limitation of the research and (7) Definition of the key terms and

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

Language is the fundamental part of the human's communication. It is used to express our feeling and thought through a spoken and written language among human being. This world consists of many different countries with their own language. Therefore, it will be a problem when the people want to communicate with the people from the other countries.

English plays an essential role in connecting people as International language. English language is called as communication language. In fact, all International conference and competition was operated in English language. It has been public secret that mastering English is the most important factors for people who live in this information era and to propulsive their career move forward in business, technology, medicine or science. In Indonesia, English becomes the first foreign language learned by students. They learned English at school as their foreign language subject beginning from kindergarten up to university.

English lesson includes four language skills that are listening, speaking, reading and writing. Writing as a part of the language skills must be taught maximally by the teacher to the students. Writing is very important as one of communication skills that can help us to express our idea, feeling, and our opinion through pen and book. In line with this statement, Raimes (1983:76) states that writing is a skill which we can express the idea, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. In addition, Tarigan (1987:7) states that writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as letter, message, or invitation for communication.

Writing is viewed as the difficult skill to be mastered. According to Walters (1983:17) writing is the last and perhaps most difficult skill students learn. Students of senior high school face many kinds of problems in learning writing. Based on my experience on the field in the one of private school at Tulungagung, most of the students feel that writing is not easy thing to do. The difficulties are caused by some reasons. The first is that they have lack of practice, the pattern of sentence for English language is quite different to *Bahasa Indonesia*, have difficulties in choosing the correct word, the lack of vocabulary, limited in grammar understanding and the teaching technique is not attractive .

The major problem with English for many students, however, is the rules of English grammar and mechanics such as the correct use of verb and

pronouns, punctuation and it also involves many aspects such as paragraph development, organization of content and it demands standard form of grammar, syntax and vocabulary. Many students are less in correspondence the rules of English grammar. This is the example of the student's work in writing text about describing tourism place under the title "Prigi Beach".

"Prigi beach was the name of on many beaches in Tulungagung. Prigi beach is also called the white sand beach, is because the sand on this beach was white. It was really smooth in the morning we can walk through the smooth white sand....."

The example of student's writing above is not correct based on the rules of English grammar and mechanic. Student must pay attention to the use of simple present tense in all sentences when the purpose of the text is to describe something. In writing a good paragraph, a student must pay attention too about the punctuation, consists of the use of additional marks, such as commas (,), full stops (.), etc. Punctuation has also been seen as a guide to grammatical structure. It separates different constructions, where sentences with full stops, or phrases with commas. The other case, student often does mistakes with English spelling. In studying English, the problem arise in acquiring second language that has a different between the written-system and the sound-system. *Parangtritis beech is the beutiful beech located in Central Java.* The students ignore the spelling in writing a sentence. It is difficult when students have a lack of vocabulary. The students must check the word in dictionary to prove that the spelling is right. Unfortunately, many students doesn't have dictionary.

Writing is a skill that anyone can learn with practice. Alan Meyers (2005: 2) said that writing is speaking to other on paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action, it is a process of discovering and organizing our ideas, putting them on a paper, reshaping and revising them. Based on the statement above, it means that writing can be mastered with hard work. Students typically say, *“I’m not any good at writing”* or *“English was not one of my good subjects.”* They imply that they simply do not have a talent for writing. That attitude proves that students try to avoid writing, and when they do write, they don’t try their best. In this case, the teacher’s role is very important. Teacher must give them motivation to realize that writing is a process. It is done in steps, not get it right all at once. Therefore, teacher is expected to be able to guide the students when they study to write.

There are some types of writing texts studied in senior high school, such as narrative text, descriptive text, argumentative text, recount text, and report text which each of them has their own rules and functions. In this case, recount text is the main focus.

Recount text is the one of the text genres that the students learn. It is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. The generic structures of recount text consist of orientation, events and reorientation. In teaching and learning process, students get difficulties in writing a recount text. This difficulties is caused since students do not have any idea to write until they meet difficulty

in arrange the words, their low correspondence in using grammar rules and punctuation in recount text. On that ground, the weaknesses of the student's ability in writing encourage teachers to find out an appropriate method and media to reach the teaching and learning goal.

Nowadays, the teachers are demanded to follow the development era. So the process of teaching in the class must be developed. But in some fields, teachers still use a conventional method, for example using three-phase technique which still dominant in English classroom activities. Based on the Rule of Minister Cabinet of Educational and Culture of Republic Indonesia Number 65 in year 2013 about basis and intermediate educational process standard, stated 14 learning principles, where the number 13 states that the utilization of communication and information technology to improve the efficiency and effectiveness of learning. The statement means that teacher should be able to use very complex media like videos, movies, internet and television in learning activity. The teacher must be active and creative in using an appropriate media, so the students can catch the material explanation easily.

Media plays an essential role in English teaching and learning. It is not only can make learning activities come easier and effective, but also offer different situation which increase students' interest in the lesson. In the learning activity, media is divided in three kinds, those are; visual media, audio media and audiovisual media. Visual media is one media in which can

be seen only, audio media is one media in which can be heard only, while audiovisual media is a media in which can be seen and heard at one unit.

Movie is one kind of audiovisual media. It gives students opportunity to extend their ability. Most students can understand easily and enjoy the lesson, especially in writing recount text. The teacher should offer the interesting media to attract the students attention. By using movie, a researcher guaranteed that the students will pay attention to the teacher and the lesson. Movie shows a story by the sequences of images that giving the illussion of continuous movement and sound. The movie which be used in this research is related with the lesson which be taught, that is recount text. It shows the story about the people's experiences. During the playing of movie, the students will pay their attention toward the movie and they will be relax through learning activity. After those, students can built the idea which they got from the movie and develop it in good text. So, movie effectively can be used for teaching writing recount text.

A research about teaching media in writing has been done by Ika Aries Tantiya, under the title "Teaching Writing Recount Text Through Movie: An Experimental Research at the Tenth Grade of SMAN 6 Semarang in the Academic Year of 2010/2011." The objective of this research is to find out the effectiveness of movies as media in the teaching of recount writing for the tenth grade students of SMAN 6 Semarang. Based on the finding, the writer assumes that movie may be used as one of alternative medium in the teaching of recount writing. Based on statistical analysis, indicated that the students

who taught recount text by using movie have the higher score than students who were taught without movie (using text). Based on the conclusion above, it shows that using movie as media in experimental group is more effective.

In this research, the researcher conducted an experimental research to examine the effectiveness of movie in learning writing recount text under the title, **“The Effectiveness of Using Movie to Improve the Students’ Ability in Writing Recount Text”**.

#### **B. Research Problems**

1. How is the students’ ability in writing recount text taught by using movie different from the ones taught without using movie?
2. Is there any significant difference in achievement between students who were taught writing recount text by using audiovisual media and those who were taught without using movie?

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

1. To find out the students’ ability in writing recount text taught by using movie is different from the ones taught without using movie.
2. To know whether there is a significant difference in achievement between students who were taught writing recount text by using movie and those who were taught without using movie.

#### **D. Research Hypothesis**

Hypothesis is a tentative answer to the research questions that may be true or false. Technically, the hypothesis is a statement about the state of the population to be tested for truth through data obtained. There are two hypotheses were used by the researcher in this study:

1.  $H_0$  (The null hypothesis)

$$H_0: \mu_1 = \mu_2$$

$H_0$  states that there is no significant difference between the ability of tenth graders who were taught by using movie and the ones who were taught without using movie.

2.  $H_1$  (The alternative hypothesis)

$$H_1: \mu_1 \neq \mu_2$$

$H_1$  states that there is significant difference between the ability of tenth graders who were taught by using movie and the one of who were taught without using movie.

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

1. Theoretically, the result of this research is expected to be able to verify the theories related to the research about the using movie toward the students' ability in writing recount text.
2. Practically, the result of this research is expected to give some contributions for those who concern in language teaching and learning, especially in English. They are:



a. For the Institution

For the institution, this study can improve the school's education quality, especially in English course improvement.

b. For the Students

For the students, the result of this study will help them to write better. Movie can build their idea and develop it into good text with good composition. In addition, movie gives them the pleasure and motivation in learning process. They will be easy in understanding the material especially in mastering writing recount text. As the result, their writing recount text will be better because using movie will improve the students' ability.

c. For the Teachers

For English teacher, this study can provide contribution for the teachers to apply another techniques and media dealing with the teaching and learning process, especially in teaching writing. By considering the result of this study, the teachers will not use monotonous method in teaching writing.

d. For the Future Researcher

This research will gives some contribution and information for future researcher about the effectiveness of using movie to improve the students' ability in writing recount text at tenth grade students of MAN Trenggalek on academic year 2016/2017, and the result of this

research can be used as a reference to conduct the further research related with movie in teaching English.

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

This research is only conducted to the tenth graders of MAN Trenggalek on academic year 2016/2017, especially X-2 and X-3 class as sample. It is possible to conduct this research at those classes because those are facilitated by OHP and the students almost have same average in writing ability.

This research focuses on recount text. Besides, this research uses movie as instructional media to teach writing recount text which related to the English movie about people's past experiences.

The limitation in this research is on the sample and time. This research is only conducted to the tenth grade students, so the next researcher are expected to develop it for all graders. Besides, the researcher is demanded to finish the research immediately because the twelfth grader will conduct the final test so the other graders will have an off-day school in a few weeks. Therefore, the researcher only conducted the treatment to the experimental group twice.

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

To avoid misunderstanding of the concept used in this study, it is necessary for the writer to provide some definition of the terms used in this research. Those are:

### 1. Effectiveness

Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means the significant improvement of students' score in writing recount text who taught by using movie.

### 2. Movie

Movie is one kind of audiovisual media which can be used in teaching and learning activity. This media has the characteristics that can be seen and heard in one unit. The movie used in this research is about people's past experience.

### 3. Writing Ability

Writing ability is an ability to express thoughts or idea in a form of words on paper or on a computer screen. Writing is mostly a skill, which can be improved with practice. In this research, the writing ability means a students' ability in produce some words or writing about recount text with correct generic structure and language features of recount text.

### 4. Recount Text

Recount text is a text which retells about the series of past events. The purpose of this text is to inform and entertain the reader about the experiences in the past. In this research focuses on writing recount text that retells about people's experiences in the past.