

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, formulation of the problems, the purposes of study, the significances of the study, scope and limitation, the hypothesis of the study, and definition of key terms.

### **A. Background of The Study**

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007: 265) states as follows:

“... we use language in terms of four skills-reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves.”

Among those four skills, writing is considered the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richard and Renandya (2002: 30) state that “There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.” In line with these idea, Brown (2004: 218) states as follows:

“We also fully understand the difficulty of learnin to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very view learn to express themselves clearly with logical, well-developed organization that accomplishes an inteded purpose.”

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, students have to follow the writing step. Seow (2002: 316) states as follows:

“Process writing as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting), and editing - and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. ... Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.”

In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the texbooks.

The facts above frequently happen in many schools. Based on the observation in MTs Aswaja Tunggangri, many students thought that writing narrative text was difficult. They were silent looking at the blank paper and said there were no idea. They could not sit down quietly and talked with their friends about the writing assignment. In order to read, students need good vocabulary and enough grammar but when it comes to writing, students need to select precise words then put them in a good order. Therefore, students need motivation to overcome their difficulties in writing.

A teacher needs to motivate their students because if the students have motivation, they will learn better. "A critical teacher role in promoting students learning is increasing students' desire or motivation to learn" (Jacobsen, et al, 2009: 13). The teacher should know the appropriate techniques and media to promote the students' learning. Thus, if the teachers apply suitable media in teaching writing, they can hugely increase their techniques or methods that use a suitable media to make the students to be able to write well. One of them is teaching writing through animated short film.

Through watching the animated short film students can catch the idea of the setting, plot and the important thing is the moral value. Therefore, the students can make their own story based on their imagination after watching the film. In addition, animated short film is entertaining and time effective for teaching English narrative writing and it has been proved by some researchers.

Film is one of audiovisual media which has story that can help students in learning writing. It is an effective way of both motivating and helping students to understand language. Animated short film is a brief film about cartoon or animated. The duration of the film is about 7 to 10 minutes; therefore it will help teacher in managing time for teaching. According to Kreidler (1965: 1) states that visual aid can be useful to the language teacher because: (a) create situations which are outside the classroom walls; (b) introduce the students to unfamiliar cultural aspects; (c) give reality to what might be misunderstood verbally by the students; (d) change situations quickly and easily in a drill; (e) provide decoration for the classroom.

Basically, the teacher can use all kinds of visual aids but they must pay attention to how the importance of the visual aid for the teaching learning process is, how the effectiveness of using the visual aids is, and many more questions, related to visual aids. Any kinds of visual aids that teacher uses must make the students feel comfortable with the material or the class so they can easily understand the lesson. Kreidler (1965: 41) also has another opinion he said that:

Using any kind of method has goal to give the students the opportunity to express their own idea, using the language pattern that they have learned. And that the students need this kind of opportunity in order to begin to use English in a way to enables them to express their ideas, interest, feeling and needs, clearly, correctly and confidently.

Based on the situation at MTs Aswaja Tunggangri, the writer conclude that visual aid has an important function that the teacher can use in teaching and learning process. It also gives the students an opportunity to extend their

ability and explore their talent. For example, by using English songs, films, comics and other mediums makes learning English is more fun. One of medias that can be used in teaching and learning is film especially animation film. So, the writer chooses the title “The Effectiveness of Using Animation Film as the Medium in Writing Narrative Text in the Second Grade Students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017” By using animation film the students will be enthusiastic to study English well.

## **B. Formulation of Research Problem**

Based on the background of study above, the researcher formulated the research problems as follows:

1. How is the students’ writing achievement before being taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017?
2. How is the students’ writing achievement after being taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017?
3. Is there any significance different scores of the students before and after being taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017?

### **C. Purpose of the Study**

Based on the research problems above, so the purposes of the study are:

1. to investigate the students' writing achievement before being taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.
2. to investigate the students' writing achievement after being taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.
3. to investigate the significance different scores of the students before and after being taught using animation film as a media for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.

### **D. Significance of The Study**

In this study the researcher hopes that this result of this study can useful for:

1. The Teachers

The findings of the research method can be used as a consideration in selecting the appropriate method or ways in teaching learning process for junior high school especially for improve student's writing skill. Besides, it can be used to vary such activities of writing that support and motivate their students.

2. Students

This finding of the research can improve their writing skill and motivate the students that writing is not difficult.

### 3. The Writer

The finding of the researcher can be used as starting point in improving the writer's teaching ability now and in the future.

### 4. Other Researchers

The findings of this research can be used as one of the references in conducting research on English language teaching, especially in the implementation of the use of animation film in writing narrative text.

## **E. Hypothesis of The Study**

The hypothesis of the study in this research are:

1.  $H_a$  : There is any significant difference of using animation film as the medium in writing narrative text for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.
2.  $H_0$  : There is no any significant difference of using animation film as the medium in writing narrative text for the second grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.

## **F. Scope and Limitation of The Study**

In order to avoid misinterpretation of the problems, the writer would like to limit the scope of the study. The scope of this study is studying at junior high school. And the limitation of this study is using animation film as the medium can improve the students in writing narrative text. This study was

conducted in the Second Grade students of MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.

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

### **1. Effectiveness**

According to Hornby (1974: 277), effectiveness has an effect, able to bring about the result intend. In this study it refers to the difference score gained from pre-test and post-test.

### **2. Animation Film**

Animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time. When projected, the sequences of frames take on the sollution of motion. It uses computer graphic in creating animated image (Akmala, 2011: 26).

### **3. Writing**

Writing is personal act in which writer take ideas or prompts and transfrom them into acceptable writer form. (O'Mally & Pierce, 1996: 136).

### **4. Narrative text**

Narrative text is piece of text which tells a story and in doing so entertains and informs the reader or listener (Anderson and Anderson, 1997: 8).