

CHAPTER I

INTRODUCTION

This section gives a brief introduction to the area of investigation. This chapter includes background, statements of the problem, aims of the study, scope of the study, hypothesis, research methodology, population and sample, significance of the study, and organization of the paper.

1.1 Background

Writing skill in English is one of the productive skills that has to be mastered by the students as stated in 2006 curriculum. Based on the curriculum which focuses on genres in teaching writing, students are expected to be able to write in many genres of writing text, such as descriptive, recount, exposition, reports, news item, and narrative. It means that students should master writing skill.

However, in reality, writing in academic setting has been seen as a difficult, boring, and tiring work. Writing brings so many difficulties not only to the students but also to the teachers. The reason why teacher perceived writing as the most difficult subject to teach by the teachers is because they lack of writing skill (Alwasilah, 2001). Theories about writing are discussed more in class than the practice itself. Therefore, the negative attitude upon writing develops among students. Furthermore, Kim (1993) finds that the EFL writers did less planning in writing and they were less fluent, less accurate, and less effective in stating the

goal and organizing materials on their writing. Thus, it can be said that EFL students have some difficulties in pre-writing process, which is related to generating ideas and writing planning. Consequently, writing becomes a nightmare for students, so they do not want to study writing or make a text of writing.

One of the ways and techniques to improve students' writing skill is by using narrative text. According to Kay and Humphreys (1993:83), narrative requires "simply the recounting of an event or sequence of event and it deals with an experience." Moreover, Cortazzi (1994) suggests that narrative text is the most commonly used text in the early ages of learning for its nature is easy and automati. For that reason, narrative is chosen as one of the genres that should be learned by students, in accordance with the Competence Standard of Junior High School curriculum of English subject.

In respect to the problems mentioned earlier, the teachers need to adjust their methods to students' needs and create a particular strategy to improve their writing skill ability. Therefore, it really needs creative efforts from the English teachers to conduct the process of teaching and learning especially writing in this case so that students will be interested in writing lesson. To be more interesting, teachers should create many fun ways to explain the English lesson so that it can be understood by the students. For solving that, one of the solutions is media usage, particularly in teaching narrative writing skill. Heinich and friends (1985:9) state that "the instructional media give students experiences and build their prior knowledge." In line with Heinich, Piaget (1970) proposes that "the instructional

media comprise audio aids such as CD, radio and cassette, visual aids such as picture, graphics, models and slides, and audio visual such as movie and television.” One of the appropriate media to improve students’ narrative writing skill is movie or film. Film is one of the quite popular media in helping to teach English. Using films to teach English can be an integral part of effective learning. Teachers nowadays rarely use film as the media in teaching English. Teachers just rely on textbooks in their teaching and learning process while students really enjoy new things in class for their learning. Thus, using film not only entertains students, but also makes students more interested, motivated, and enthusiastic in learning English because during this age, students just learn from English textbooks so it makes them bored, lazy to learn or lack of interest in learning English. Therefore, the use of film is expected to increase students’ interest in learning English and develop students’ narrative writing skill.

By using specific methods and appropriate media, English teachers can interact with students well and help them achieve their language learning goals.

Heaton (1975) reaffirms:

As a good teacher, we need to use visual aids as a method in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them. (Heaton, 1975)

Geddes and Sturtridge (1982) states that students’ visual and critical awareness will increase through watching film activity. By watching films,

students are expected to understand about the film and try to retell the story in the film.

In an English film, subtitle is usually provided. It is a tool to help the students to understand the language that is used in the film. Lynch (2006) states that using subtitle aids in vocabulary development and reading comprehension as well. Hence, subtitle also can be a medium in improving vocabulary. Watching the moving picture and reading the translation which is given in the subtitle can help viewers obtain the information in the film. In this study, the researcher will use an English film with English subtitle in order to make the students easier to understand the meaning of the dialogues in the film.

In this study, it will use films in teaching narrative. Narrative writing was chosen as the specific genre to teach because of its social functions and its familiarity to students' life. If they enjoy and like practicing to write a type of text, hopefully they might do the same to any other genres. Thus, this study is going to determine whether the use of film as the media is effective in teaching writing.

1.2 Statements of the Problem

The questions of the research are stated as follows:

1. Do student's writing skills in narrative text significantly improve through the use of films as the media?

2. What are the students' responses toward the use of films as the media in improving their writing skill?

1.3 Aims of the Study

The purposes of the research are stated as follows:

1. To investigate the improvement of the student's writing skills in narrative text through the use of films as the media.
2. To find out the students' responses toward the use of films as the media in improving their writing skill.

1.4 Significances of the Study

Practically, for English teachers, the results of the study are expected to give inspiration or general picture to teacher to use audio visual aid or film in his/her instruction. It is used as a consideration and also informs him/her the way to teach writing using audio visual aid or film to improve students' narrative writing ability.

Theoretically, for the readers, it is expected that the study can enrich the theory of the students' writing ability and can be useful for further research and enlarge the readers' knowledge in using film as media in teaching and learning process. In addition, the researcher also hope that the study can become an

inspiration for other readers or other researchers to use film in improving other students' language skills, such as reading, listening, or speaking.

In the end, this study is intended to motivate students to use film in writing. It can help them to get better writing ability.

1.5 Scope of the Study

Regarding problems that have been mentioned above, the study only focuses on finding out whether the use of film as the media can assist teachers in teaching writing narrative texts for the ninth grade students of junior high school and on investigating how the students perceive the use of film's media in teaching narrative text.

Specifically, since narrative text is taught to the ninth grade students of a junior high school; two classes of ninth grade students in one of junior high schools in Bandung are involved as sample. Content, organization, sentence construction, and mechanic become elements of writing skills which were observed as part of writing assessment.

1.6 Organization of the Paper

This paper is designed into five chapters:

Chapter I. Introduction

This chapter presents background, statements of the problem, aims of the study, scope of the Study, hypothesis, research methodology, population and sample, significance of the study, clarification of the key terms, and organization of the paper.

Chapter II. Theoretical Foundation

This chapter reviews some theories related to teaching writing, narrative text and film in teaching writing narrative text.

Chapter III. Research Methodology

This chapter exposes the method used by the researcher. It also shows the respondents participated and how the data are analyzed in this research.

Chapter IV. Findings and Discussion

This chapter describes some explanation of the activities in treatments and shows the result of try out, the pre-test and post-test and interview. This chapter also explains the discussion of the findings.

Chapter V. Conclusions and Suggestions

This chapter gives some conclusions and suggestions of the research expected to inspire the teaching writing in the future.