

CHAPTER I

INTRODUCTION

This section gives a brief introduction to the area of investigation. This chapter includes Background, Limitation of the Problem, Statement of the Problem, Hypothesis, Aims of the Study, Significance of the study, Research Methodology, Population and Sample, Clarification of terms, and Organization of the Paper.

1.1 Background

Language plays the main role in developing intelligence, social, and emotion of students. Language is also a key to learn any other subjects. Remembering this role, the 2006 English curriculum states that a language learning curriculum for secondary school is designed for preparing students to achieve communicative competence which covers the five components (Celce and Murcia, 2004) containing (1) discourse competence relating to many kinds of texts; (2) actual competence referring to speaking and writing skill; (3) linguistic competence referring to grammar and vocabulary; (4) socio-cultural competence referring to formal and informal language; and (5) strategic competence relating to the way how to start the conversation (Kiemtafsirah, 2004). In this curriculum, language learning process is carried out by providing students with reading and writing skills which are suitable for the levels of education. Language subject should be conducted in a continuum that

derives from spoken texts into written texts in which language learning is aimed for developing the nation's literacy level.

Based on the information stated in the 2004 TEFL Junior and Senior High School syllabus, students should master the discourse or many kinds of texts. In addition they are expected to produce coherence and cohesive texts which are communicative and arranged structurally in an appropriate language. This statement indicates the importance of writing skill in order to develop communicative competence.

Practically, many teachers and students always find the difficulties in improving writing skill. Alwasilah (2001) states in his book *Language, Culture, and Education: A Portrait of Contemporary Indonesia* that teachers tend to ignore teaching writing in classroom and many students consider writing as a complex skill that is difficult to acquire and to be thought by teachers. There are several reasons why writing is considered as the most difficult skill than other skills like listening, speaking and reading. The first reason comes from Byrne (1979) in Mansyur (2002: 18) who categorizes three problems found in improving writing skills as follows:

a. Psychological problems

Writing as one way communication can not give feedback to the writer because there is no physical interaction between writers and their readers.

b. Linguistic problems

To write something, the writers need the ability to communicate their ideas into words by choosing the right sentence structure that will be understood

well by the readers. Writers should also master the written form of language which are different from spoken language and infrequently used in speech.

c. Cognitive problems

Writing is learnt through a process. Writers should have the ability to organize their ideas into a piece of writing.

Another reason why writing is difficult for ESL students, Alwasilah (2001) states that students always face a problem in finding ideas to write and do not know what to do if they want to start their writing. Many students also feel frustrated when they could not find the appropriate words (Cimcoz, 1987 in Sulistyawati, 2002: 12). In accordance with them, Turk and Kirkman (1982) state that most writers always find difficulty in getting the words flowing smoothly.

Due to the reasons above, it is important to find out the solution for solving our writing learning problems and to develop our students' motivation in writing their ideas. Furthermore we could ignore the judgment, "that writing is not learnable." One of the ways to solve the problems in developing writing skills is through practice of writing. Teachers should motivate students to keep on writing but it is not a simple job. Teachers should create a good and interesting teaching method that can make students consider writing as an interesting subject and motivate them to write more and more. Many researchers argue that creating innovative teaching aids will be more effective in attracting students' interest to learn.

In responding the aim above, the writer decided to conduct an experiment on English teaching process using animated films. The result finding based on the experimental research was expected to be the example that can be used for teaching

writing narrative texts especially to the second grade students of senior high school. The reason why the writer took the animated films as a teaching media based on the assumption given by Balatova (1994). He states that the use of video or film as teaching media gives students more effective support in order to enhance their perception of the illustration given (Balatova, 1994 in Canning-Wilson, 2000:1). According to Canning-Wilson (ibid), Audio-visual media especially film can act as a stimulus to gain students motivation in learning. Her research shows that action/entertainment films gradually get more of students' interest than language film or documentaries.

The writer proposed an animated film relating to a local legend. It is alleged that the feature of this film was more effective on developing students' writing skill, especially narrative text. According to Wishon and Burks (1980), narrative text is defined as a form of writing that deals with problems and events. So, the experiment was conducted to investigate whether the use of animated films could be effective or not for improving students' skills in writing narrative texts. The research paper was entitled **The Effectiveness of Using Animated Films in Teaching Writing Narrative Texts (An Experimental Study in the Second Grade Students of Senior High School)**.

1.2 Scope of the Study

This research focused on finding out the effectiveness of using animated films in teaching writing narrative texts in the second grade students of senior high school and finding out how students respond toward the using of animated films in teaching writing text based on the research result.

1.3 Statement of the Problem

The research was conducted to answer problems as follows:

1. To what extent is the use of animated film in teaching writing narrative text effective?
2. What are the students' responses toward the using of animated film in teaching writing narrative text?

1.4 Hypothesis

Hypothesis is a tentative statement about the outcome of the research and must be answered by doing an experiment or series of observation (Hatch and Farhady, 1983: 13). In this study, the researcher would like to state hypothesis as follows:

H_0 : There is no significant difference between the use of conventional method and the use of animated film in teaching writing narrative text.

H_1 : There is a significant difference between the use of conventional method and the use of animated film in teaching writing narrative text.

1.5 Aims of the Study

The aim of the study was to find out whether the use of animated film can be effective in teaching writing narrative texts and to investigate how students respond toward the using of animated films in teaching writing narrative text based on the research result.

1.6 Significance of the Study

The research was expected to give a new contribution for teachers in teaching English as a foreign language especially in motivating and helping students

to improve their English writing skill in an effective and interesting learning atmosphere in the classroom.

1.7 Research Methodology

In conducting the research, the writer applied a quasi-experimental method. This method involved two groups or sample; the experimental group and the control group. The first group was given the treatment while the control group having exactly the same characteristics as the experimental group was needed for comparison purposes (Hatch and Farhady, 1982: 22). The experimental treatment was given to find out the effectiveness of using animated film in writing narrative text in second grade of senior high school.

The research was conducted based on the following procedures:

- a. Trying out the instrument (Writing Test)
- b. Collecting data
 - Pre-test was carried out in order to find out the basic data of the students' writing ability. This test is given to both groups before the treatment of using animated film is applied.
 - Post-test was carried out to evaluate the differences between the experimental and control group after the treatment implementation. This test is given to both groups after the treatment.
 - Questionnaire was used to find out the students' response toward the treatment. It was given to experimental group after the treatment.

c. Analyzing data

The data obtained was analyzed by computing the result of the gain data with t-test formula based on the indicators given.

d. Determining the data

The result of data analysis was interpreted based on theoretical and empirical point of view.

1.8 Population and Sample

The population of this study was the second grade students of senior high school in SMA Negeri 1 Baleendah, Bandung, enrolled in academic year 2007/2008, which consists of nine classes. The classes are divided into three majors, science class (4), social class (4), and language class (1). This school is chosen due to the writer's access to the school and according to the fact that in 2006 English curriculum, narrative text is taught in the second grade of senior high school, and the second grade of senior high school in SMA Negeri 1 Baleendah has been applying genre based approach to English language teaching. The sampling technique used in determining the research sample was Cluster Random Sampling. The sample was chosen from some groups of population. The random sampling that was used in this study was by raffling the nine classes then took the two classes as the sample of the study. Appropriate with the research design, the writer took XI IPS 2 as the control group and XI IPS 4 as the experimental group. Each class consists of 40 students, but 33 students were taken for the research sample.

1.9 Clarification of Terms

- Animated film : Film/movie that involves subtle changes in a sequence of stationary images presented in time, the fourth dimension, giving the illusions of connected movement.
- Narrative text : A form of writing that refers to telling a story according to natural time sequences.
- An Effective Teaching Writing : An instruction that enables students to acquire writing skill in making text with a wide range of vocabulary, correct grammar, meaningful punctuation, accurate spelling, varied sentence structure unity and coherence in ideas, and well supported and explained major prints; and students enjoy the instruction.

1.10 Organization of the Paper

The paper covered five chapters as follows:

Chapter I: Introduction. In this first section of the paper the writer gives a brief introduction to the area of investigation. This chapter includes: Background,

Limitation of the Problem, Statement of the Problem, Hypothesis, Aims of the Study, Significance of the Study, Research Methodology, Population and Sample, Clarification of Terms, and Organization of the Paper.

Chapter II: Theoretical Foundation. In This chapter, the writer reviews the theories and literature related to the study. Furthermore, this chapter describes in detail the review on the writing: the concepts of writing, the importance of writing, aspects of writing, and teaching writing; on narrative writing: The genre based approach, definition of narrative writing, generic structure of narrative, lexicogrammatical features, and teaching writing narrative text; and on animated film: the nature of stimulus, the advantages of film, film as a stimulus, and animated film in writing activity.

Chapter III: Research Methodology. This part describes the process of investigation. This chapter presents a discussion on the methodology employed in conducting the research. The description and account consists of: (1) Research Design, (2) Research Population and Sample, (3) Research Instruments, (4) Research Procedures, and (5) Data Analysis.

Chapter IV: Research Findings and Discussion. In this part, the writer describes and interprets the findings based on the collected data. The result and analysis of data consist of the instrument analysis, result analysis (pre-test and post-test analysis), and questionnaire analysis.

Chapter V: Conclusion and Suggestion. In this last part, the writer gives the conclusion of the research and draws some suggestions as a contribution for English teaching and learning and for further research.