

CHAPTER I

INTRODUCTION

This part provides a brief description of the whole contents of the study including background, scope of the research, research questions, purposes, brief explanation about the method of the research, significance of the study and also the clarification of terms which are used in the research.

1.1 Background

Writing is a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them (Palmer, 1994, p.5). According to Ken (2000, p.172) writing is functional communication which can make learners possible to create imagine worlds of their own design. Riyatun (2006, p.9) states that writing is an activity of immediate self-expression, in which we put out ideas spontaneously and inspirationally. It is also a process of composition in the sense of making or building which involves constant reconstruction.

Writing is one of the most complex literate activities in which children and adult engage (Troia, 2003). In line with Troia, Bell and Burnaby in Nunan (1989, p.36) state that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Because writing is one of the skills which have high level difficulties than others, it needs more time and also strategies to develop it (Indriyani, 2015, p.14).

Writing has so many type of genre and one type of genre in writing is narrative text. According to Martin (1985, p.129) narrative is a story. It is usually personalized or individualized to tell about the events related to the person or when a person involves (Olstain, 2000, p.151). Wiratno (2003, p.13) states that narrative is the media to reconstruct the past experience about events with the

sequence on how it is occurred in the past which is commonly used to amuse others by reliving the past. Based on the syllabus that already made by Kemendikbud in writing section for grade eight it is said “12. *Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar*”. It means that in grade 8 of Junior High School in Indonesia the students are required to be able to reveal the meaning of the functional text and write simple essay in the form of recount and narrative text to interact. However, writing narrative text is not easy for the student that is why teacher has to choose the best teaching program to teach students about narrative.

There are many ways to teach narrative writing, one of the ways is using fairytales to teach writing. Tso (2014, p.3) states that fairytales have repetitive plot, fantasy and illogical scenario that was taken from ‘normal’ character, magical transformation often appeared in fairytales. Furthermore, Massi and Benvenuto (2001, p.1) state that fairytales provides a fertile environment for teachers to present both narrative structure and key elements such as plot, setting, characters, the organization of events and the overall message of the story. Massi and Benvenuto (2001, p.7) also state that fairytales are an excellent media to improve language and literacy development. Additionally, Bruti (1999) says that fairytale film were rich in inventiveness, imagination and more or less overt the message given to the audience. The students are capable to demonstrate their mastering to the genre and their competence in writing.

Thus, this teaching program is considered effective to improve students writing skill in narrative according to the previous study by Winwin Supriyanti (2009), Mariyatul Qibtiyyah (2011) and Zaenudin Nur Wahid (2012). But, this teaching program has not been implemented in SMP Negeri 3 Bandung. Thus this study will examine the use of fairytale film in teaching narrative writing.

1.2 Scope of The Research

For this research, the focus is on how fairytale films affect the students' writing in making narrative text and to find out the students' response to the teaching program. The population of this research is eighth grade students of Junior High School in SMP Negeri 3 Bandung. The researcher only took 2 classes from eighth grades in the intended junior high school.

1.3 Research Questions

This study is based on the following questions:

1. Can the use of fairytale films help the students to improve their writing in narrative text?
2. What is the students' response to the use of fairytale films in teaching narrative writing?

1.4 Purposes

This study aims to find out whether or not fairytale film can help the students to improve their writing in narrative text and to find out the students' response to the teaching program.

1.5 Research Method

The researcher employs quasi experimental design in this research. This research focuses on two classes in grade eighth at SMP Negeri 3 Bandung. The

data is gained from pre-test and post-test which is administered to the students and also from the questionnaire. The obtained data will be calculated by the researcher using IBM SPSS Statistics 17.0. After that, the researcher will draw a conclusion based on all the data obtained.

1.6 Significances of the Study

This study is significant from at least two perspectives; theoretical perspective and practical perspective.

a. Theoretical Perspective

The result of this study can enrich the literature and reference related to the use of fairytale film in teaching narrative.

b. Practical Perspective

The result of this study can be a reference for teachers in applying fairytale film in teaching narrative text.

1.7 Clarification of terms

This is important for the researcher to clarify the terms which are used in this paper. The terms are:

1. Writing

Writing is a way to produce language and express ideas, feelings and also opinions (Harmer, 2004. p.31). Writing is the way of communication by using the series of sentence into paragraphs in a text and focuses on the importance of how people arrange their ideas in a form of text (Indriyani, 2015, p.14). In this study,

writing means the process of how the students express their ideas in the form of narrative text.

2. Narrative

Narrative is a story which usually personalized to tell about the events related to the person or when a person is involves (Olstain, 2000, p.151; Martin, 1985, p.129). According to Gerot and Wignell (1994, p.204) narrative text is used to amuse, entertain and to deal with actual or vicarious experience in different ways. Riyatun (2006, p.20) state that narrative is divided into imaginary narrative and factual narrative. Imaginary narrative includes fairy stories, mysteries, science fiction, horror, romance, parable and fable, while factual narrative includes autobiography and biography.

3. Fairytale

Fairytale is a well-known story from folklore for children which often involve fairy or other magical character (Annandale, 1990, p.16). Baynton (1996) state that fairytale can be defined as narrative which contain improbable events, scenes and character that often convey a whimsical, satirical or moralistic theme.

4. Film

Akmala (2011, p.24) state that film is a form of entertainment that enacts a story by sequence of images giving the illusion of continuous movement and it can fulfill different function for learners at different level of proficiency.

1.8 Organization of the Paper

Chapter one discusses about the introduction of the research, including background, scope of the research, research questions, purposes, brief explanation

about the method of the research, significance of the study and also the clarification of terms which are used in the research.

Chapter two discusses about the definition of writing, narrative text, fairytale, media and film. This part also will discuss about the importance of writing, the processes of writing, writing in Indonesian junior high school, type of narrative text, language features and generic structure of narrative, type of media, type of film, the advantages of film in teaching learning, film in teaching writing and also the technique in selecting the film.

Chapter three discusses about methodology which consist of site and participant of the research, the research design, technique of collecting data and technique of analysis data.

Chapter four discusses about the result of the research and the discussion of the findings.

Chapter five discusses about the conclusion and suggestion.

1.9 Concluding Remark

This chapter already gave a brief description of the whole contents of the study including background, scope of the research, research questions, purposes, brief explanation about the method of the research, significance of the study and also the clarification of terms which are used in the research.