

## CHAPTER I

### INTRODUCTION

This chapter presents an introduction of the research briefly. The section is begun by describing the urgency of carrying this research deal with teaching narrative writing and the problems usually encountered by students. It also includes scope of the study, statement of the problem, hypothesis, aims of the study, significance of the study, research methodology, population and sample, and clarification of terms. At the end of the chapter, a brief organization of the paper is also presented.

#### 1.1 Background

The culture of writing in EFL classroom is still below the standard. It can be proven by the number of students' writing result each year. Indonesia high school students only wrote about 2-6 articles, while Malay students wrote about 36 – 72 articles per years as researched by Ismail (2002, cited in Fathiyaturrizqi, 2010). In spite of being regarded as one of important skill, that should be mastered, writing is still perceived as the most difficult skill to acquire by students and to teach by teacher. According to the research conducted by Alwasilah (2001), writing has 43, 1% in percentage as the most frequently taught, one level lower than reading which has 49.5%. The research also ratifies that writing is the most difficult lesson to learn. Respondents put it on the highest percentage of 58.1%. It has only been a course of discussion in the class than the practice itself. It is also reported that common practice of teaching writing in school emphasizes spelling, word formation, and vocabulary (76%), while practice of writing is

neglected (9,6%). The problem above reveals since the educational system in this country does not put consideration more in writing. As the consequence, there is no much practice of writing in the classroom.

The importance of teaching writing is argued by Belden (2007) that learning writing well is essential to improving communication skills, grammar and gives a special contribution to the way of critical thinking. In line with Belden, Alwasilah (2001:15) stated that writing is an absolute necessity because it can represent culture and civilization. It is a process of thinking which not only combines the words but also forces to bear and express the idea of something. The classical problem about how difficult writing skill is especially in generating ideas, calls for solutions. In addition, Heaton (2003:135) claimed that mastering writing skill requires not only grammatical and rhetorical devices but also conceptual and judgmental elements.

There are twelve genres which are suggested to be taught at schools (Puskur, 2006:72); one of them is narrative text. Narrative is chosen in this research to be explored in order to change students' perception about the difficulty of writing because most people like story than other genres. Therefore, another kind of challenging task usually faced by English teacher is how to apprehend students' interest in order to increase their motivation in learning English especially in writing narrative. Certainly, teacher should create teaching techniques and media without making them bored. Lusiana (2008) has applied animated film while Widaningsih (2009) used series pictures as techniques in improving students' narrative writing. Those techniques were proven effective in

motivating and stimulating students to write mainly narrative writing. This study exposed film trailer as one of media for inspiring students to write. In accordance with Stempleski et al. (2000) films are intrinsically motivating and providing a wealth of contextualized linguistic and authentic cross-cultural information, classroom listening comprehension and fluency practice. Unlike watching whole film which is time consuming, watching film trailer just achieve that in less than two and a half minutes as it contains a series of selected shots from the film being advertised. Slide (2001: 112) defined Film Trailer as coming attraction trailers and prevue, are utilized to sell a new film to a theatre audience by providing a brief outline of the star or emphasizing the most commercial aspect, of the production (that is, its stars, director, or unusual theme).

Thus, students can create a desire to continue learning. As mentioned, gaining the goals of writing teaching can be bridged by such a technique since it is able to build students' inspiration and their imagination for organizing and creating their own writing production.

Referring to the background above, a quasi experimental research entitled **“The Use of Film Trailer in Teaching Writing Narrative text (An Experimental Study of Ten Graders of Senior High School)”** was conducted.

### **1.2 Research Question**

1. Do students' writing skills in narrative text significantly improve through the use of film trailer?
2. What is the students' perception toward the use of film trailer in teaching writing narrative text?

### **1.3 Aims of the Study**

Based on the questions formulated above, the first aim of this research is to investigate the improvement of the students' writing skills in narrative text through the use of film trailer.

The second aim is to find out students' perception on teaching learning process by using film trailer as an instructional media. This research emboldens teacher to know how students perceive the instructional activity.

### **1.4 Scopes of the Study**

Regarding problems that have been mentioned above, the research is only focused on finding out whether the use of film trailer as a media can assist teachers in teaching writing narrative text for the ten graders of senior high school and on investigating how the students perceive the use of Film Trailer as a media in teaching writing narrative text.

Specifically, since narrative text is taught to the ten grader of senior high school, two classes from three classes of ten grade students at one senior high school in Bandung were involved as sample using purposive sample technique. Organization and vocabulary were elements of writing skills which were observed as part of writing assessment.

### **1.5 Hypothesis**

In this research, the hypothesis is alternative hypothesis; the use of film trailer can assist students improve their writing skills on narrative text. There is a significant difference between students' narrative writing using film trailer and

students' narrative writing using conventional technique. Film trailer likely improves the students' writing skills on organization and vocabulary.

The formula of the alternative hypothesis is as follows:

$$H_1: \mu \text{ experimental group} \neq \mu \text{ control group}$$

(Coolidge, 2000)

### 1.6 Significances of the Study

The results of this research were expected to contribute and give some informative inputs in teaching and learning English as a foreign language in terms of theory, profession and practice.

Dealing with theory, the result of this study could enrich theories on teaching writing by using film trailer. The students could learn from various kind of film trailers which offer real language used in real context.

For profession context, this experimental study helped English teachers to find out an alternative media that can help their students to learn and master writing narrative text in a meaningful and enjoyable way.

Regarding with practice, this study could motivate students in learning English that enable students to be more creative in digging up their own story based on film trailer that they have watched. In addition, the experimenter could gain experiences on both conducting an experimental study and writing an academic report.

## 1.7 Research Methodology

The research was conducted in the form of quasi experimental design method specifically non equivalent control group design. It investigates whether film trailer can assist students to improve their writing narrative. The diagram of this design is shown as follow:

**Table 1.1**  
*Quasi Experimental Diagram*

Groups	Pretest	Treatment	Posttest
Experimental	T <sub>1</sub> E	X	T <sub>2</sub> E
Control	T <sub>1</sub> C	--	T <sub>2</sub> C

T<sub>1</sub>E = Pretest for experimental group

T<sub>2</sub>E = Posttest for experimental group

X = Treatments

T<sub>1</sub>C = Pretest for control group

T<sub>2</sub>C = Posttest for control group

(Hatch and farhady, 1982)

### 1.7.1 Population and Sample

Population in this research was 66 students of the first grade in one of Senior High School in Bandung, spread into three classes. They are registered in academic year 2009/2010. In selecting the sample, the study used purposive sampling technique. This technique determines the sample based on certain

consideration. Two classes were selected for the research. The classes were XA as an experimental group and XC as a control group which consist of 20 students of each. The experimental group was treated by using film trailer. Both classes were chosen as the sample with the consideration from the English teacher in the school. The classes were reported to have same level of English proficiency.

### **1.7.2 Data collection and Data Analysis**

To answer the research questions, this research utilized some instruments. It was included a pre-test, a post-test, and an individual interview. In answering the first research question, the pre-test and post-test were held to the experimental and control groups. The pre-test and post-test were in form of written test.

The pre-test was held to know students' initial ability in writing narrative text before administering several treatments by computing pretest data statistically. While, the aim of post-test is to examine if there is any significant difference between the control and experimental groups in which the experimental group had received some treatments using film trailer. Furthermore, in answering the second research question, an interview was administered to twelve students in the experimental group. It was aimed at investigating how students perceive toward the media when using it in the writing process during the treatments.

In collecting and analyzing data, this study conducted several steps namely:

- a. administering try out
- b. analyzing the try out result

- c. giving pre-test to the sample groups
- d. analyzing pre-test score statistically to reveal the students' equity covering normality, homogeneity, and independent t-test
- e. presenting the experimental and control groups
- f. administering treatments to the experimental group
- g. giving post-test to both the experimental and control groups
- h. calculating result of the post-test statistically which covers normality, homogeneity, independent t-test to both groups, effect size, also dependent t-test to each group
- i. Administering the individual interview to twelve students in the experimental group
- j. displaying the taken data
- k. analyzing the interview result
- l. discussing the findings
- m. concluding the findings.

### 1.8 Clarifications of the Key Terms

In order to avoid misinterpretation of terms, this study would like to clarify and specify each term as follows:

- 1 **Film trailer** is an advertisement for a new film or television show.
2. **Media** is all aids which may be used by teachers and learners to attain certain educational objectives.
3. **Teaching writing narrative text** is an instruction that enables students to



acquire writing skill especially a text that is aimed to entertain, amuse, and teach a lesson or moral.

## **1.9 Organization of the Paper**

This paper is designed into five chapters.

### **Chapter I. Introduction**

This chapter presents background, limitation of the research, statements of the problem, aims of the research, significance of the research, research method, clarification of the key term, and organization of the paper.

### **Chapter II. Theoretical Foundation**

This chapter explains some theories related to teaching writing, narrative text and film trailer 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 Discussions**

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

### **Chapter V. Conclusions and Suggestions**

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