

CHAPTER I

INTRODUCTION

A. Background of The Study

Man is a social being, who always need company in his life. In order to facilitate their effort to provide themselves with the necessities of life, human beings have to cooperate with another, which can only be carried out in a community. It is for the purpose of this cooperation that member of social group need a means of communication which is called 'Language'.

Language is important part in human life. People communicate each other using language, which always need company in their life. "Language is communicative; it allows us to communicate with others who share the same language."¹ It can also be used in interpersonal communication made by human being.

English is one of the international language is used in countries throughout the world, including Indonesia. As the first language, English is taught as a compulsory subject from the junior high school up to senior high school in today's Indonesian educational system.

English in Indonesia is known as the first foreign language with a very limited usage including the place, time, and environment. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge and technology, art, culture and to develop the relation among nations in the world.

English as a foreign language considered to be one of the most difficult lessons. In our country, "students are usually afraid of joining foreign language classes".² They say that they feel unable to studying English. Many factors can make the students bored and unmotivated to learn English. Their environment where they live, their family, their friends, or may be their teacher can be

¹ Timoty B Jay, *The Psychology of Language*, (New Jersey: Pearson Education, 2003), p.2

² Tarwiyah, Siti, *Modul Game and Songs, Practical Ideas to Teach Language*, (Semarang: Unpublisher, 2008), p.4.

negative factors to students personal. These factors became the obstacle in achieving a better result of students' language skill. In this case, teachers are supposed to be creative peoples to teach English, so their students will get a good motivation and more interested in learning English.

Based on the English Teaching Guideline in the *KTSP* the general objective of the language teaching is to develop the communicative competence of the students in four language skills. The specific objective of the language teaching-learning process is to make students active in the language class both in oral and written, and to apply the four language skills.

Writing is one of the four language skills that are very important to learn. Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that can be read today, which can also be read in the future. Recently, there are many new information which is transferred by using discourse or article from the newspaper, magazine, or internet. This means that writing plays very important role in a modern society. Writing is one of language skills that can be a measurement of literacy development in a country. Through writing, many people can communicate one another over long distances and periods of time.

Allah decrees in the holy Qur'an:



“Nun [These letters (*Nun*, etc.) are one of the miracles of the Qur'an, and none but Allah (Alone) knows their meanings]. By the Pen and by that which the writers are writing” (Q.S. al-Qalam/68: 1)³

From the verse above, the researcher can conclude that writing has an important role in human life. People must know how to write by using pen. Because writing is important, human being needs to learn how to write correctly. They can learn writing in school or other educational institution.

Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the first year of Senior High School, the basic competency that should be achieved

³ Mahmud Y. Zayid, *The Quran*, (Beirut: Dar Al-Choura, 1980), 1st Ed., p.457.

in the writing English subject is the students have ability to develop and produce written simple functional text in the recount text, narrative text, news items, procedures, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle, and end structure through the social function of the genre is realized. While some purposes for speaking and writing remains constant across culture, the way in which these purpose realized vary. Thus, it is likely that there will be considerable variation of genre between cultures.⁴

From this fact, students are not only expected to speak English fluently but also have to be able to fulfill four language skills; they are listening, speaking, reading and writing. Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the student. Learning how to write in English is important for many language learners. Writing will help students mastering the other skills and of course in mastery English completely. In Indonesia, writing is the one of four skills as productive skill considered to be one of the difficult lessons especially for students in Madrasah Aliyah Negeri Pematang. Madrasah Aliyah Negeri Pematang is purposively chosen as a research setting because the writer had observed that the students' ability in writing English in this school were low especially for class X.5. So, the writer chose them as a research subject. The second reason was the teacher of English subject in this class still taught his students with text book style without any media. The writer also thought that learning writing in senior high school was more complex and difficult than junior high school, so the writer chose 10th grade. This grade was the first basic of learning English writing in senior high school. If teaching English writing run effectively and enjoyable, they will understand about the lesson that they have been learned.

⁴ Jenny Hammond and Friends, *English for Social Purpose*, (Sydney: Macquarie University, 1992), p.2

Indonesian students who learned English as a foreign language usually find some difficulties when they are learning about genre and its writing. They often quite and look in the blank paper and said there are no idea. Sometimes they can not sit down quietly and talk with their neighbor friend about the writing assignment. In this case, the teacher has to use appropriate, fun, and effective media in teaching and learning writing. One of media that can be used in teaching and learning writing is film. Based on this phenomenon, the writer wants to apply animated film to improve students' ability in writing narrative text. The writer hoped that this study will be successful and can give positive contribution for the process of English language teaching and learning.

To know the implementation of animated film in improving students' writing ability in narrative text, the researcher conducted a classroom action research with under title "THE USE OF ANIMATED FILM TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT(A Classroom Action Research at 10th Grade of Madrasah Aliyah Negeri Pemalang in the Academic Year of 2010/2011)".

B. Research Questions

- a. How is the implementation of animated film in teaching narrative text at class X.5 of MAN Pemalang?
- b. How is the ability of X.5 students at MAN Pemalang in writing narrative text before and after using animated film?
- c. How can animated film improve students' ability at class X.5 of MAN Pemalang in writing narrative text?

C. Objectives and Benefit of the Study

- a. To describe the implementation of animated film in teaching narrative text at class X.5 of MAN Pemalang.
- b. To describe the ability of students X.5 at MAN Pemalang in writing narrative text before and after using animated film.

- c. To identify the improvement of students' ability at class X.5 of MAN Pematang in writing narrative text.

The writer hopes that after this study has been completed, it will give some positive significance values. The significance values are:

1. The process of the action research will be very useful for the researcher to improve my teaching performance in class. The researcher will be involved in the students' problems. The researcher will be aware of my students' problem in learning English and, therefore, the researcher will do some efforts to find some ways to solve them. Besides that, the researcher will be aware of her own weaknesses.
2. The process of the research will be useful for the students, as the aim of the research is to improve their ability in writing narrative text. The students will be treated better in the learning process. This study may motivate students who have problems in writing, especially in writing narrative texts.
3. The result of the study will be useful for other teachers of English subject or schools. Other teachers who would like to learn from the research result are hoped to learn something from it. This study also can be a new way to develop the teaching medium which applies in the school.