

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is used as a means of communication in society. It has very important role in our life. It is because language enables human beings to communicate, cooperate and get along to each other. In other words, language is a means to communicate ideas, opinions and feelings. Oxford Learner's Pocket Dictionary stated "Language is system of sounds, words, manner, signs, symbols, used by human to communicate thoughts and feelings"¹.

Our native language is Indonesian, but English has also become a very important language. It is really needed by the majority people in this country to master English literally or orally. Not only because English is used by the largest number of people in the world, but also it plays an important role in international communication. Moreover, the development of science and technology is mostly transferred through English as its medium.

Nowadays, English has become a *Lingua Franca* in global world. *Lingua Franca* can be defined as a language widely adopted for communication between two speakers whose native

¹ Oxford, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 662.

languages are different from each other². We can see many people around us, where sometimes they mention English words such as bank, music, feeling, university and many other words whereas, English is not our second language. Other reason why we have to master English is that American economy and culture have a very big influence to our nation. We used to adopt something they bring to us like music, fashion, movie, lifestyle and many other things.

Those are some reasons why we must master English. Minimally we can adapt with their style or maybe we can compete with them. English must be mastered by us and especially for students, because they are the future of our country. The goal of learning English is not to follow west culture but to secure ourselves as Muslims from tricky language. From that case, our prophet Muhammad Peace be Upon Him asked Zaid bin Tsabit to learn other language (Jewish) to make him safe from their tricks, he stated in one of hadith;

قَالَ أَمْرِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ
قَالَ إِيَّيَّيَّ وَاللَّهِ مَا أَمَرْتُ يَهُودَ عَلَى كِتَابِي قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ
قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ
كِتَابَهُمْ.

² Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (Cambridge: Longman), p.1.

From Zaid bin Tsabit RA, Muhammad SAW had commanded me to learn Jewish's language. He said, "For God's sake, I am really felt unsecure with them, about my letter." For about half of month, I could learn it for him. After I learned it, I wrote for him when He wanted to send a letter to Jewish and I read for Him when He received a letter from them." Abu Isa said, "This Hadith is good and true."³

Teaching English is stressed on mastering four basic skills: listening, reading, writing, and speaking. Among those four skills, writing is the hardest skill for almost everyone who learns English. It can happen because when they want to write something, they are confronted with a lot of difficulties to transfer thought and idea in written form. Many students in Indonesia feel difficult when they are being asked to write an article or essay. Every time after school-holiday, the teacher usually asked their students to make a text about their experiences. What happened in the class is the students need a lot of times just to tell their activities in written form⁴.

One of the factors which caused students' writing disabilities is the failure of teaching writing. Many teachers only focus on the theory or writing concept. They do not support their students to write as much as possible. As the result, the students

³M. Azami, *Hadits Nabawi dan Sejarah Kodifikasinya*, Trans. M. Ali Yaqub, (Jakarta: Pustaka Firdaus, 2000), p. 152.

⁴Based on writer's observation at the school from 14th May 2015 until 30th of May.

get the teaching writing, but they only master the theory, proposition, or the principle how to write but they never been really able to compose good writing. Whereas, Allah SWT decrees on holy Quran about the importance of writing:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾
 أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا
 لَمْ يَعْلَمَ ﴿٥﴾

Proclaim! (or read) in the name of thy lord and cherisher, who created. Created man, out of a leech like clot. Proclaim! and thy lord is most bountiful. He who taught (the use) of the pen. Taught man that which he knew not.⁵

The verse above told that God teaches how to write using pen to all human being. So that human can write, save and quote all the sciences and news. This verse also told us about the big benefit of small pen⁶.

That verse also mentioned the importance of reading. The English politician, Gordon Smith stated about the importance of writing and its relation with reading,

⁵Al-Alaq, *Al-Quran Terjemah Indonesia-Inggris juz 21-30*, (Qomari: 2008), p. 1304.

⁶Aidh al-Qorni, *Tafsir Muyassar 4*, (Jakarta: Qisthi Press, 2007), p.632.

Reading without writing, is like having a treasure which is left to accumulate but unnoticed. Writing without reading, like scooping water from dried well. Not read nor write, like poor people fall into a well full of water.⁷

The time allocation for English subject at SMK Farmasi YPIB Brebes is really minimal. The students only face one meeting in a week, so it is needed to apply a different way to teach English especially in writing skill. Actually there are many methods, techniques or media of teaching which can be used to help the teachers and learners in learning activity. The teacher can use those in order to help the students to get information, then they can process information already acquired from prior learning. Besides, the teachers have to do their effort to achieve learning goals of the learners through the method, technique or the teaching media.

The use of media offers different situation which increase students' interest in the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the students on the material and skill that is being taught. The students also much involve in teaching and learning process. It gives the teachers and students an opportunity to do activity together. When using media, teachers have to know the appropriate media for the students.

⁷Mudrajad Kuncoro, *Mahir Menulis*, (Jakarta: Erlangga, 2009), p.3.

The teachers have to be precise when choosing the medium to teach the material. Precise means, the medium is appropriate and suitable to the students and to the material. It must be related to materials and one more thing; it can make them easier to understand the material that is being taught. Beside it all, the use of correct medium can also arouse students' enthusiasm and motivation in learning English.

In this case, using movie is an alternative medium to teach English. Movie is one of media in which people can record image events, organize them then communicate them to others. Movie as an audio-visual medium gives students an opportunity to extend their ability and explore their talent. In addition, it can show the real or fake situations through live presentation. This way of teaching will be easier to be learned by students if the plot in the movie relates to students' experience or their imagination.⁸The students that are object of this study were pharmacist students, so during the learning activity the researcher played a movie which has the plot about medicine or chemicals.

The result of early observation shows that students were really interested to be taught through movie. It is proven by the situation when students asked the researcher for many times to play some movies inside learning activities. It means that using

⁸Masnur Muslich, *KTSP: Dasar Pemahaman dan Pengembangan*, (Jakarta: Bumi Aksara, 2010), p. 66.

movie to be a teaching medium can arouse students' motivation to learn and also it can fade their saturation in learning activity.

Considering the matter above, it is needed for this study to be conducted. The researcher will conduct an experiment research on The Effectiveness of Using Movie as a Teaching Medium to Teach Recount Text (An Experimental Study at the Tenth Graders of SMK Farmasi YPIB Brebes in the Academic Year of 2014/2015)

B. Reason for Choosing the Topic

Researcher chooses the topic for following reasons.

1. Writing is the most difficult English skill for students.
2. Some English learners feel difficult to reveal their ideas into written form.
3. The use of Medium especially through movie will offer different learning situation by increasing students' interest to the lesson. This medium also can be used whether by teacher or students.
4. Movie is an interesting medium for language learning. By using it students will see colorful objects, their voices; see gestures of the character of the story, so that students can follow the plot clearly.
5. The students have received Recount text material in Junior High School, but they were taught through classical way. The teacher just explained the material in front of class then asked them to do some exercises. It made the students

difficult to understand the material and felt bored, so the researcher feels necessary to do this study.

6. The researcher wants to know the effectiveness of using movie as a teaching medium to teach recount text in SMK Farmasi YPIB Brebes in the academic year 2014/2015

C. Research Question

How is the effectiveness of using movie as a teaching medium to teach recount text at the tenth graders of SMK Farmasi YPIB Brebes in the academic year of 2014/2015?

D. Objective of The Study

The objective of this study is to find out the effectiveness of using movie to improve students' ability in writing a recount text at the tenth graders of SMK Farmasi YPIB Brebes in the academic year 2014/2015.

E. Significances of the Study

The significance of the study can be stated as follows.

1. For the Writer.

By conducting this research, hopefully the writer will get some experiences and knowledge directly how to implement the teaching writing recount text using movie. This research will be become an evaluation for the readers who frequently use lecturing way when teaching in the

classroom. Also, the writer hopes it can be a reference to the next researcher.

2. For the Teacher

By doing this research, it is as motivation to improve skills in choosing appropriate and variant learning strategy. The writer hopes other teachers can use movie as an alternative medium in teaching recount text, so the students will get better achievement.

3. For the Students

The use of movie as a teaching medium is an interesting alternative for students. The researcher hopes the students be more attractive, interested and enthusiasm through learning activity. Especially in retelling recount text based on the movie.

F. Scope of the Study

In this study the researcher tries to find out the effectiveness of using movie as a medium to teach recount text. The experimental class was taught recount text by using movie and the other control class was taught by using lecture method. This study is experimental research. This study was only conducted at SMK Farmasi YPIB Brebes in the academic year of 2014/15. The participant of this study is tenth grade students. This study was focusing on teaching writing, especially on recount text.