

I. INTRODUCTION

This chapter provides the background, research question, objective of the research, uses of the research, scope, and definition of term.

1.1 Background

It has been generally accepted that English is an international language. In Indonesia English is taught in school from elementary school up to university. There are four basic language skills (listening, speaking, reading, and writing) that should be learnt by students in school. One of the important basic language skill is writing. Writing tends to be considered as the most important skill to master. According to Byren (1983) writing is important and paradoxically, we can improve our spoken language by writing. For that reason, writing can be used as a media for people to express their feeling, ideas, thinking or opinion.

Actually, in English there are active skills (speaking and writing) and passive skills (listening and reading). Writing is one of the active skills because the students have to be able to produce or make a written form. The students are demanded to master writing skill based on curriculum in Indonesia. Based on curriculum there are many types of written form that has to be learnt by students such as recount, descriptive, report, news item, and narrative. Therefore, the students are expected to know or master writing skill.

One of the texts that should be learnt by students of senior high school is narrative text. The students are required to be able to understand and make a narrative text cohesively based on the social function and generic structure of the text. In reality, the students are still confused if they are asked to write narrative text but the students only know about the generic structure and language features of those kind of text.

In accordance to the writer's experience in the three-month-teaching training program in SMA, generally the students still think that writing is the most difficult language skill to master. In reality, writing lesson has been seen as boring, tiring, and difficult subject for students. In other words, students think that writing is not interesting lesson. Actually writing makes so many difficulties not only for students but also to the teacher. It happens because their lack of writing skill. In addition, it is difficult lesson because in writing we not only share our ideas from our mind but also we have to choose and combine the vocabulary well to make a writing that is meaningful.

To make a good writing the students need several processes such as pre writing, planning, and revising draft, and go to final writing. It needs times to arrange piece of writing. And then according to Hedge (2000) writing is a gradual activity involving stages like setting goals, generating the ideas, organizing information, selecting appropriate language, making a draft, reading, reviewing it, and then revising editing. Besides that the students have to make writing in English certainly. Therefore, writing is a still nightmare for students and becomes a complex task because the students need processes, more practices, and some steps to be able to make a good writing.

Based on the facts stated above, teacher needs to vary the activity in teaching writing. The teacher has to find the media to make students' interested to build their self confidence in writing. According Lynne (2001) the students' interest is one of the main factors to achieve the goal of teaching learning English. For that reason, animation film is a medium that can be used to increase students' motivation in learning writing. There are three kinds of media in teaching learning process. They are audio, visual, and audio- visual. Actually film or animation film is a media namely audio visual media. Audio-visual media can be used to teach writing especially narrative writing.

Animation film is expected to be effective media for teaching narrative writing because students can hear the voice but they will see the situations that happen in the story, and then they will be more interested and motivated using animation film in the class. Lavery (2008) argues that film and video are effective ways in motivating and helping students to

understand language. Therefore, with teaching using animation film, students will get interest and try to re- write the story from the film.

Therefore, from the explanation above this research tries to find out whether the use of animation film can improve students' narrative writing ability. After that, this research is expected to have some contribution for English teaching especially in teaching narrative text.

1.2 Research Question

In reference to the background above the research question was formulated as follows:

“Can teaching using animation film improve students' narrative writing ability?”

1.3 Objective

The objective of the research is to find out whether teaching using animation film can improve students' narrative writing ability.

1.4 Uses

The result of this research may serve the following use:

1. Practically:

- To give the information for the teachers to improve their teaching in teaching narrative text writing
- To help for the teacher to choose an effective media in teaching narrative text

- To develop students' ability in creating narrative text

2. Theoretically

- To be a reference for the researcher who wants to conduct further research on students' writing skill teaching learning process.
- To confirm previous theories.

1.5 Scope

The researcher focused the research on using animation film for teaching narrative text. Therefore, the focus of the research was to find out the improvement of the students in narrative writing text after the students were taught using animation film. Learning material in this research was focused on writing narrative text and the narrative text material are fable and Indonesian folktale. The researcher used three films that have been selected for the treatment. In this research the researcher used the sample of animation film that is the types of computer animation as media in teaching narrative text in the classroom. This research was conducted at SMA Negeri 1 Way Jepara, Lampung Timur. The class was chosen randomly. The class of research was at XI IPA 3 of SMA N 1 Way Jepara. The scope of writing skills consists of content, grammar, vocabulary, organization and mechanic (Harris, 1979: 68-79).

1.6 Definition of Term

Animation Film

Animation film is a motion picture or television film consisting of a photographed series of drawings, objects, or computer graphics, which stimulate motion by recording very slight, continuous change in the images, frame by frame. In this research, the researcher use animation film that is suitable in teaching narrative text such as folktale animation films and some sort animation films.

Narrative Text

Narrative text is a text which is used to amuse, entertain, and deal with actual or vicarious experience in different ways. Narrative text deal with problematic events which lead to a crisis or turning points of some kind, which in turn finds a resolution (Wardiman, 2008).

Teaching Writing

It refers to teach the students how to express the idea and imagination in writing form, which is relevant to their needs, interest, capacity, and ages, until they are able to make composition with few or even no errors (Finnochiario, 1964: 129).

Writing

Writing is one of language skill where the writer expresses their ideas, feelings, thoughts, and expression in written form using knowledge of content, vocabulary, organization, language use, and mechanic for communicating in verbal way.