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CHAPTER I

INTRODUCTION

A. The Background of the problem

Writing is one of the activities that should be mastered by English learners as one of the language skills. Regarding with this statement, Corps (1989, p. 100) said that writing activity is very important for the students, they should master it because it can help them to express their own ideas creatively in the classroom. Furthermore, writing can not be produced without mastering English language components such as grammar, vocabulary, orthographic, and others. According to Nunan (2003, p. 89), writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject matter. In fact, correct spelling, grammar, and overall organization were the most important evidence of second or foreign language proficiency.

Next, writing takes the important part as one of the English language skills. It is as household commodities that are consumed by all of the people especially literate society. Considering how important writing in English language teaching especially in educational world, so, Cole and Jay (2015, p. 2) stated that writing has been identified as one of the essential skills because the world has become so text-oriented mainly in the educational world that almost all of the educational activities cannot be separated from writing. Teaching and learning English process in Indonesian educational institutions, writing skill is categorized as the last of four language skills. Writing is not only difficult skill for the English language learners but also a challenging activity.

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Teaching and learning English for high school students, especially for writing must be based on the curriculum which is used by that school. The aim of teaching writing is that the students generally are expected to be able to write text based on the genres of writing and particularly, they are expected to know the basic theory of the genre texts that enable them to analyze the social function, schematic structure, and significant grammatical patterns of text and the way of writing the texts based on the genres.

Islamic Senior High School Kampar Timur is one of the schools in Kampar Regency. It has used curriculum 2013. The curriculum is a basic educational component in teaching and learning process. Based on Ministry of Education and Culture about 2013 curriculum (2013. p. 64), basic competence of writing especially in narrative is the students comprehend the purpose, generic structure, and language feature of narrative text both oral and written types that form simple short story. So, target in writing skill at this school is the students must be able to write the narrative text by using language feature, vocabulary, and punctuations correctly.

Based on the interview with one of English teachers at Islamic Senior High School Kampar Timur in 17th June 2016, the writer found minimum passing grade of English lesson at Islamic Senior High School Kampar Timur was 68, but there were few students' whose achievement was still far from passing grade. The students' writing was far from curriculum expectation. It was proved by the writer from the students' achievement less than 68, it was clear that most of the students still got difficulties in writing.

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Mr. Sabar Budiono as the English teacher in X IPA also gave the information about the students' achievement in writing narrative text, he concluded that only 4 from 18 students who reached the passing grade. It means that there were 14 students or 77.7% of them still got the lowest score in writing narrative text. Eventhough he also told about his learning method, he used to use three phase technique in teaching and learning process. He explained what narative text was based on students' text book, asked the students to understand the material and gave the students opportunity to ask question related to the narative text, after that he asked the students to read the narative text carefully and rewrite the text by using their own words. But, the result was still far from the expectation. Dealing with the information that the writer had gotten by interviewing an English teacher at MA Kampar Timur, the writer found the symptoms as follows:

1. Most of the students were not able to write the good tenses in a sentence based on the types of text.
2. Most of the students were not able to express their ideas of narrative text.
3. Most of the students got difficulties in developing narrative text.
4. Most of the students got difficulties in determining the sequence of events of narrative text.
5. Most of the students did not have any interest in writing.
6. Most of the students were lack of vocabulary.

Pertaining to the explanation above, it is clear that the teacher needs variations in teaching and learning process. The teacher has to find a way to make students interested to build their self confidence in writing. In relation to this idea, Lynne

(2001) stated that the students' interest is one of the main factors to achieve the goal of teaching and learning process. It can be defined that to attract the students' attention is also depending on the teacher's strategy in the class.

Therefore, the writer is interested in taking an advantage by using media in learning process, where this medium can be a teacher's strategy. The writer thinks that by using some media can attract the students' attention. So, the writer is interested in using Animation Film to support their learning process especially in writing narrative text. Dealing with the idea, Stewart (2006, p. 1) stated that using Animation films in particular use language to advance plot, define characters, establish mood, and simply tell us what is going on. It can be concluded that when the Animation Film is watched by the students in learning narrative text, it will help them to understand more easily about the generic structure of narrative text, because the Animation Film contains some elements of the narrative text. So, they can retell the story in written form after watching the film.

Based on the symptoms depicted above, the writer is interested in conducting research entitled **The Effect of Using Animation Film in Teaching Writing toward the Students' Writing Narrative Text Ability at the First Year of Islamic Senior High School Kampar Timur.**

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B. The Problem

1. The Identification of the Problem

Based on the background and the symptoms above, the writer would like to identify the problems as follows:

- a. What makes most of the students unable to write the good tenses in a sentence based on the types of text?
- b. What makes most of the students unable to express their ideas in narrative text?
- c. What makes most of the students get difficulties in developing narrative text and in determining the sequence of events in narrative text?
- d. What makes most of the students have any interest in writing?
- e. What makes most of the students lack of vocabulary?

2. The Limitation of the Problem

In line with identification of the problem stated above, thus the writer needs to limit the problems of this research to students' writing ability on narrative text referring to mastering the tenses, expressing the idea, events sequences, and vocabulary mastery.

3. The Formulation of the Problem

Based on the limitation above, the problems of this research are formulated into the following research questions:

- a. How is the students' writing narrative text ability taught by using Animation Film at the first year of Islamic Senior High School Kampar Timur?

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- b. How is the students' writing narrative text ability taught without using Animation Film at the first year of Islamic Senior High School Kampar Timur?
- c. Is there any significant effect of using Animation Film toward students' writing narative text ability at the first year of Islamic Senior High School Kampar Timur?

C. The Objectives and Significance of the Research

1. The Objectives of the Research

Based on the research questions above, the objectives of this research are stated as follows:

- a. To find out the students' writing narrative text ability taught by using Animation Film.
- b. To find out the students' writing narrative text ability taught without using Animation Film.
- c. To find out whether or not there is a significant effect of using Animation Film toward students' writing narrative text ability at the first year of Islamic Senior High School Kampar Timur.

2. The Significance of the Research

- a. Hopefully, this research is able to benefit the writer as a novice in learning how to conduct a research.
- b. These research finding are also expected to be useful and valuable for both teacher and students of Islamic Senior High School Kampar

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Timur to focus on future especially in teaching and learning English process.

- c. Besides, these research finding are also expected to be positive and valuable information for those who are concerned in the field of teaching a foreign language or second language.
- d. Finally, these research finding are expected to be the practical and theoretical information to the development on language teaching in general.

D. The Reasons for Choosing the Title

There are some reasons why the writer is interested in carrying out this research:

1. The title of this research is relevant to the writer as a student of English Education Department.
2. The problems investigated this research are not yet investigated by other previous writer in the same university.
3. The location of the research facilitates the writer in conducting the research.

E. The definition of the Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to define the terms as follows:

1. Effect

Hornby (2005, p. 138) said that effect is a change that somebody or something causes in somebody or something else or a result. In this



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research effect is to refer the implication of two different variables (X and Y) in quasi-experimental research. Variable X is referring to the use of Animation Film and variable Y is referring to the students' writing narrative text ability. It means that effect is referring to the implication of using Animation Film toward students' writing narrative text ability at the first year of Islamic Senior High School Kampar Timur.

2. Animation Film

Barthes (1993, p. 3) said that animation film is great device that can amuse the audience with imaginary would powerful characters. In this research, it refers to the media that the teachers gave the students. The students watched many kinds of characters on Animation Film. So that, they could write the story after watching it.

3. Writing Ability in Narrative Text

Nurhasanah (2014) said that writing ability is a skill of someone to explore her ideas and communicate them with somebody else through signs or symbols in written form. In this research, it refers to skill on students' writing at the first year of Islamic Senior High School Kampar Timur, especially in the form of narrative text by giving full consideration to the proper use of grammar, punctuation, spelling, language feature, content, organizational skills, and initiating writing.

4. Narrative Text

Kane (2000, p. 366) said that a narrative text is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not

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merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straight forward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order. In this research, narrative text is a text that is used to know the students' writing narrative text ability by using Animation Film at the first year of Islamic Senior High School Kampar Timur.