

## **Chapter One**

### **Introduction**

This chapter presents background of the research, statement of the problem, limitation of the problem, research question and objectives of the research. The significance of the research and outline of the research are also presented in this chapter.

### **Background of the Research**

Writing is one of the language skills that is important to be improved in academic setting. Byrne (1984, p. 24) stated that “Writing is a primary means that of recording speech and can be used to communicate when the other person does not come in front of us”. It can be inferred that writing is a means of indirect communication. Through writing, students can show their feeling, process, information, and learn actively. On the other hand, Harmer (2001, p. 260) explained that “Writing, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment”.

In writing, students need several skills to master. Jacob (1998) identified that writing ability has a lot of components to support the students’ competence of writing including content, organization, vocabulary, language use (grammar) and mechanics. It means that students have to understand and use these several components in the process of writing. So, those skills are needed by students who want to be able to write well in language learning.

However, most students face some problems in writing. Tarigan (1994) stated that writing is the form of thinking. It means that writing is the thinking process which involves the sharpness of memory and imagination ideas. In the thinking process, students should have an object or illusion to memorize something. Nevertheless, imagination ability is difficult if students do not have ideas in their brain. Those problems will discourage to students to improve their writing ability such as the ideas, vocabularies and confidence. Another problem is students get difficulties to remember the English vocabularies when they find unfamiliar words. Zamel (1983, p. 18) identified that “Better second language writers treated writing as a process, investigating and explaining their ideas before worrying about grammatical accuracy; the less skilled writers were overly concerned about following an outline and about having correct grammar and vocabulary from the beginning”. It means that students should give more concern on their mind rather than worrying their grammatical structure. So, the problems of the students in writing based on the references are developing ideas, vocabularies and grammar.

One of the genres in writing is narrative text. Narrative text is attached in curriculum for Senior High School. A narrative text is very suitable for students in writing class because narrative is interesting for students. Charles (1985) identified that narrative is an interesting story that happened at work or school. It was because narratives’ dealing with real event line, dealing with imagination students are encouraged to develop ideas good practice. This is line with Charles, Gutiérrez, Puello & Galvis (2015) who stated that narrative is a process to

organize ideas and experiences creatively and imaginatively. It means that narrative tells about something real and imaginative so it is relevant for students to produce ideas. Thus, narrative is a story that happens based on real condition and imagination.

Narrative writing is challenging to students. Huy (2015) specified that narration is some kind of retelling. It means that narration requires a thinking process to repeating about story in our life or imagining story to tell something that happened. Retelling or repeating a process is difficult to some students because it needs creative thinking to remember their unforgettable experiences in past or their imagination. Students should also be able to retell about the story in sequence and clear. Those problems will discourage to students in narrative writing because students must be able to arrange appropriate sentences or words. Dymock (2007) stated that narrative writing is the elaboration of structure from sentences or ideas.

Based on the researcher's observation during the internship program, the researcher found that the students of Senior High School (SMA) Muhammadiyah 4 Yogyakarta at 11<sup>th</sup> grade of Nature Science (IPA) class faced several problems in writing. Some of the problems are most students were lazy in writing activity and they assumed that writing is difficult. The students said that writing is difficult because in writing process students should master some aspects like vocabulary, the structure (spelling, punctuation or grammar) and organization of ideas. The researcher also found that students faced difficulties in developing

ideas. It was because the media in learning process was not varied and not interesting for the students.

In English language teaching, teachers should have many strategies to help students in the learning process in narrative writing. One of the strategies that can be used to help students in narrative writing is by using short animation movie. Short animation movie may facilitate students to improve their writing skill, especially in narrative text. Short animation movie is very interesting media for students to learn and have more fun in writing. Harmer (2001, p. 282) described that “animation movie is series of image that are projected into a screen to create the illusion of motion in from of animation”. So, by using this media, students have more fun in the class because students get new things such as interesting story, the beautiful actress or the handsome actors, wonderful actions, beautiful scenery and a nice song. This way is more effective to students on their writing skill because they can share their ideas, opinion and own experience through watching short animation movie because narrative is based on life and events. On the other hand, short animation movie helped students in producing the ideas because this media tells a story in sequence and clear. It means that this media was appropriate for students to solve the problems in producing the ideas.

Animation movie is also an audiovisual version of storytelling. Therefore, animation movie is chosen because it has advantages to be applied in teaching writing for students. According to Harmer (2007), when students use video or movie, they are given the potential to create something memorable and enjoyable. It means that using movie in teaching writing help students to write the

information related the movie because students get some memories from the contents of movie. Movie also can make them have more fun in learning process. Mayer & Anderson (1991) explained that film or movie is intimately connected with animation and narration. So, animation movie is suitable for students writing especially in students' narrative writing.

All things considered, the researcher is interested in conducting a research on the effectiveness of using short animation movie on students' narrative writing skill at 11<sup>th</sup> grade of SMA Muhammadiyah 4 Yogyakarta.

### **Statement of the Problems**

In writing process, students face several problems. Some of the problems are difficulties to express ideas and opinion, vocabularies, grammar, organization, punctuation and spelling. Based on the researcher's experience and observation, the students had some problems in their narrative writing skill. In writing also, students should undergo a thinking process that one memorizing and developing imagination. Moreover, problems students faced in narrative writing are difficult to retell or repeat a story or experiences, creative thinking to arrange appropriate sentences or words and explain about the event in sequence and clear.

Teachers should provide new media in learning strategies that can help students in narrative writing skill. Therefore, the researcher proposes to use short animation movie to solve those problems. Some possible the researcher which can be done regarding to the use of short animation movie in helping the students in narrative writing. Moreover, the researcher finding out the effectiveness of short animation movie in narrative writing skill and reveal students' improvement

through short animation movie on students' narrative writing skill. Besides, the researcher wants to see the effectiveness of using short animation movie on students' narrative writing skill as a new method in learning and teaching method.

### **Limitation of the Problem**

This research focuses on the use of short animation movie on students' narrative writing skill. Therefore, this researcher focuses on finding out the effectiveness of using short animation movie on students' narrative writing skill through the implementation of short animation movie in class. The population is limited to 11<sup>th</sup> grade in SMA Muhammadiyah 4 Yogyakarta.

### **Research Question**

The research is conducted to examine the effectiveness of using short animation movie on students' narrative writing skill. The research question addressed in this research is:

Does using short animation movie give statistically significant difference on students' narrative writing skill before and after the treatment?

### **Objective of the Research**

This research contains a research objective, which is set to identify the statistically significant difference of using short animation movie to give statistical significant difference on students' narrative writing skill before and after the treatment.

## **Significance of the Research**

There are four significant points of this study. This is hoped to provide valuable contribution to the researcher, the students, the teachers and the future researchers.

**For the researcher.** This research determines the effectiveness of using short animation movie on students' narrative writing skill. The research can give more information related the animation movie including the significant of short animation movie and knowing how the advantages of using short animation movie on writing process. Then, this research can give more knowledge on how the implementation of short animation movie in narrative writing class.

**For the students.** This study discusses the use of short animation movie that might give contribution to the students in their capabilities in narrative writing activity. This research can help the students to be more interested in joining the class by using short animation movie. Thus, this research might also help the students to improve their motivation on writing activities and to achieve on their maximum result by watching short animation movie in their class.

**For the teachers.** The research might help the teachers to identify the effectiveness of using short animation movie in classroom activities. Therefore, this research helps the teachers to improve the students' narrative writing skill by using short animation movie. Then, the result of this research also helps the teachers to select appropriate material to teach their students in writing class. Moreover, the teachers get a new technique to teach in writing skill.

**For the future researchers.** This research expects that the future researchers get more references in their research. Moreover, this research uses as their basic in teaching process and gives more information for the future researchers that interested with the topic or areas of the research with the different methodology.

### **Outline of the Research**

This undergraduate thesis consists of five chapters namely introduction, literature review, methodology, result and discussion and conclusion.

Chapter one would discuss the research introduction. This chapter consists of background of the research, statement of the problem, limitation of the problem, research question, objective of the problem, significance of the research and outline of the research.

Chapter two would present the literature review. This chapter consists of three sub-chapters: first, it present some definitions of the terminology used in this paper. Then, the previous study and conceptual framework used in this paper. Finally, it present the hypothesis used in this research.

Chapter three would discuss the research methodology. This study employs quantitative method. The population of this research is 11<sup>th</sup> grade at SMA Muhammadiyah 4 Yogyakarta and the sample is taken 32 students.

Chapter four would discuss about the result and discussion. This chapter explains the result of the research question in detail. The discussion of the result is also present in this chapter.



Chapter five would present a conclusion. This chapter is consisted of two chapters which are conclusion and recommendation. In conclusion present the result of this research in detail and clear. Thus, the recommendation is also presents for the teachers, the students and the future researchers.