CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing, as one of the English skills, is important to be improved particularly in academic life. When students’ writing skill was improved, students will be able to perform specific writing assignments, for example, essay question on an examination and writing a paper. In addition, writing skill is required when students are given a free choice of topic and they should write about something that students are interested in. Moreover, good writing skill is useful not only for academic life but also for daily life or social life like in business aspect. Writing skill can help people write letter or application letter and even can create jobs. In this modern life, people can get money from doing their writing, for example, a journalist, novelist or script writer.

Furthermore, writing activity has been applied in academic life which has beneficially improved students’ writing skill. In senior high school syllabus, the importance of improving writing skill is stated clearly. For instance, in competency standard and basic competency (SKKD) for writing, the syllabus states that students should be able to express the meaning in short functional text and simple essay narrative in daily life context.

Although students of senior high school need to have good writing skill, they find it difficult to improve their writing skill because of many reasons. First of all, writing is considered as complex skill because writing deals with the mixture of idea, vocabulary, and also grammar. In 1975, Heaton stated, “writing skill is more complex
and difficult to teach, require, and master not only grammatical and rhetorical devices but also conceptual and judgment because of the difficulties of writing” (qtd. in *Writing English Language Test*: 138). Second, students are lack of vocabularies and interest to write; therefore, students find it difficult to express their ideas in form of writing. When students are asked to write their experience or rewrite stories they have read, students might have no idea and vocabulary mastery. Third, students find it difficult to write because they do not understand in arranging the words in order to form a good sentence and creating sentences into a good paragraph. Teacher usually assigns the students to read provided text and to do the task without stimulating students to produce their own text. In short, students have not become accustomed to write a story, so teacher needs to improve the students’ writing ability by using any kind of methods and media which can improve students’ interest in writing.

Teaching writing with appropriate media is crucial to make the writing class becomes more effective, interesting, and enjoyable for the students. According to Lewis and Hill (1990) students are unlikely to be very successful at learning unless they enjoy the process. Accordingly, teacher should apply appropriate techniques in teaching writing in order to make students enjoy the writing process; one of them is teaching writing through movie. Movie is one of the audiovisual media in learning English because movie has sounds and pictures on it. Movie is not only used to entertain its audience but also used to assist learning activity. Therefore, through watching movie, students are expected to recognize the characters in movie and to get something happen in the movie, so they try to rewrite the story in the movie.
Movie is one of audiovisual media which has story, and the story in a movie can improve students’ interest in learning writing. For example, story in movie is highly motivating and entertaining; movie can enable learners to acquire new experience in writing class. Film and video are very effective ways of both motivating and helping students to understand language (Clare Lavery: 2008). Geddes & Sturtridge (1982) note that students’ visual and critical awareness would increase through watching film activity. Furthermore, a study conducted by Retno Ayu Murwani (2007) entitles “The Use of Animation Movie for Developing Students’ Writing Skill of Narrative Texts” analyzed that using animation movie was an effective strategy in improving students’ interest in writing especially narrative writing text. The study showed that the students’ progress during the writing activity through watching movie was good. Students’ achievement in narrative text writing got improved. Therefore, movie has been used in some teaching and learning process to support educational activity.

A movie, used in this study, is fairy-tale movie entitled “Alice in Wonderland.” The movie, containing fictional story, presents imaginary beings, places or events. In addition, fairy-tale movie has simple narrative story and simple plot. Cohen (1981) states that using movie in writing classroom is very beneficial to increase students’ thinking ability in order to develop their creativity. Hence, it can motivate students to arrange story and to develop their idea in performing their writing.

Based on the explanation above, this study has been conducted to investigate the use of fairy-tale movie in teaching narrative text writing and to find out students responses to the use of movie in their writing class. This study only focus on narrative
text writing because narrative text is being studied by the students in senior high school, and narrative is an interesting genre for students to present a view of the world that entertains or informs the reader. The population is the eleventh graders of a senior high school in Bandung. Further, the study is expected to have some contribution for language teaching especially in teaching writing.

1.2 Research Questions

The ability of students’ narrative writing using movie has been investigated in this study. Thus, the research questions for this study are as follows:

1. Does fairytale movie “Alice in Wonderland” improve the students’ ability in writing narrative text?
2. What are students’ responses to the use of fairytale movie “Alice in Wonderland” in writing narrative text?

1.3 Aims of the Study

In accordance with the research questions, the aims of the present study are as follows:

1. To find out whether or not fairytale movie “Alice in Wonderland” improves students writing ability in narrative text writing.
2. To find out the students’ response to the use of movie in teaching writing narrative text.

1.4 Limitation of the Study
This study is intended to emphasize the effectiveness of using fairy-tale movie in improving students’ narrative text writing. The study was conducted in SMAN 15 Bandung by selecting two classes in same level as control group and experimental group.

This study is hopefully able to give a contribution to other researchers discussing similar zone, and to offer an input for educators in order to give information whether or not movies can be used as media in their writing class.

1.5 Hypotheses

According to Hatch and Farhady (1982), hypothesis means a tentative statement about the outcome of the research. In accordance with the problem mentioned above, the hypotheses, proposed in this study, are null hypothesis and alternative hypothesis that are formulated as follow:

\[ H_0 : \bar{x}_1 = \bar{x}_2 \]
\[ H_A : \bar{x}_1 \neq \bar{x}_2 \]

In other words, the hypotheses in this study are in the form of null hypothesis \((H_0)\) and alternative hypothesis \((H_A)\). The null hypothesis is that there is no difference in mean adjustment level between those who use fairy-tale movie and those who do not. Whereas, the alternative hypothesis states that there is a difference in mean adjustment level between those who use fairy-tale movie and those who do not.
1.6 Research Methodology

1.6.1 Research Design

This study employed experimental design with using quasi-experimental design to answer the research questions. Experimental design referred to interventions because you do more than just observe the subject (Hopkins, 1988). Quasi-experimental is chosen because this study encloses control and experimental group to be examined. The main question of this study is answered by using pretest-posttest controlled group. Meanwhile, in collecting the qualitative data, this study use open-ended questionnaire.

1.6.2 Population and Sample

Population is a large (sometimes infinitely large) group about which some information is desired and sample is a subject of a population; sample is smaller group selected from the population (Kanzler and Moursund, 1999). Based on the definition, students in the second grade of SMAN 15 Bandung were selected as the population. Two classes of the second grade of SMAN 15 Bandung were selected as the sample of present study: XI ipa2 as experimental group and XI ipa 3 as control group.

1.6.3 Data Collection

Pretest and posttest control design were used to answer the research questions and collect the data. Both experimental group and control group received pretest and
posttest. However, only the experimental group received several treatments. Both dependent and independent variable are investigated in this study. The formula of pre-test and post-test control design is described as follows:

\[
\begin{align*}
G_1 & \quad \text{T1} \quad \times \quad \text{T2} \\
G_2 & \quad \text{T1} \quad \times \quad \text{T2}
\end{align*}
\]

(Hatch and Farhady, 1983:22)

- \(G_1\) = Group 1 (Experimental Group)
- \(G_2\) = Group 2 (Control Group)
- \(T_1\) = Pre-test
- \(X\) = Treatment
- \(T_2\) = Post-test

In collecting the data to answer the second research question, questionnaire technique has been used in this study. The respondents were chosen from the experimental group. The questionnaire was conducted in open-ended format.

1.6.4 Data Analysis

The data were analyzed by using t-test formula in order to test the grade of the students’ writing skill. There are three steps conducted in analyzing the data. First, both control and experimental group was given pre-test to find out the students’
initial ability in writing. Second, the experimental group was given treatment using fairy-tale movie in students’ writing. Last, post-test was given to both control and experimental group after the treatment.

The data from pretest and posttest scores of experimental group were analyzed by using independent t-test. The computation performed automatically using SPSS 17 software for windows to find the t-value. After the means of both groups have been computed, the result of the computation from both experimental and control group compared and analyzed by using dependent t-test. After that, the calculation of the effect size was performed to find out whether the dependent variable gives significant effect to the dependent variable.

Meanwhile, the data from questionnaire was analyzed to draw conclusion of students’ response to the use of movie in teaching writing and students’ response to the obstacle, faced by the students, when rewriting the story from movie.

1.7 Clarification of Terms

In this study some definitions of the main terms are provided in order to give clear view. The definitions are provided as follow:

1. Narrative is a text that tells a story and in doing so, entertains the audience. The purpose of a narrative other than providing entertainment can be to make the audience think about an issue, teach them a lesson, or excite their emotions. (Anderson and Anderson, 1998)
2. Writing skill is produce something in a written form so that people can read, perform, or use it.

3. Movie is a series of moving pictures recorded with sound that tells a story. Movie is multimedia tool that can be used to address multiple dimensions (i.e combining text, sound, animation, realistic activities and interactive feedback) in implementing language learning activities.

1.8 Organization of The Study

This paper was organized into five chapters. The chapters were divided into subtopics as follows:

Chapter I is an introduction. It comprises the background of the study, research questions, aims of the study, limitation of the study, research method, data analysis procedures, clarification of terms, and organization of the paper.

Chapter 2 provides the theoretical foundation on the issue that is relevant with the present study.

Chapter 3 presents the methodology conducted in this study. It consists of method of research, technique of data collection, and technique of data analysis.

Chapter 4 is findings and discussion providing the data collection, data presentation, the explanation of data analysis and the result of data analysis.

Chapter 5 is conclusion and suggestion which will draw conclusion from this present study and give suggestion for the future study.