

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

Language is the most important part of human life. People use language to communicate with each other. Jay (2003, p. 2) states that language is communicative; it allows us to communicate with others who share the same language. It can also be used to express our thought and emotion.

English is an international language. Almost all countries have adapted English and used as a compulsory subject at schools. It is learned by students of primary up to university level. English as a second language in Indonesia is used as a compulsory subject at schools.

There are four language skills to teach and to learn any language. Among the skills, writing is the most difficult skills to acquire, because it highly needs complete knowledge of language aspects, ranging from vocabulary to punctuation. Even, creating ideas to express in writing becomes a difficulty to students.

Most of students face the difficulties when they try to write. They frequently feel bored and not interested to write something. This problem can be influenced by the method or media that the teacher uses in teaching writing. Teachers often teach writing to the students by using traditional method, they just explain the theory of

writing, give the examples and ask the students to produce a writing text. Such a method is used by many teachers. Many teachers ignore the way of creating inspirations in the students' mind in order to realize in writing products.

Since method greatly enroles in enabling students to produce writing products, the reasearcher tried to find alternative solution to the students' weakness. The researcher tried to practice using animated film in a classroom. In this research, the students were sugested to produce narrative text.

Some researches have been conducted on teaching writing narrative texts using animated film (Akmala (2011); Puspitasari (2007)). Both reseachers revealed the effectiveness of animated film as a technique of teaching writing in classrooms. The students were enabled to produce narrative texts, although each research was conducted in different grades and places.

The similarity between the two previous studies and the researcher's was in the variables of the researches. The variables were animated films and writing narrative texts. However, there were also the difference between the researcher's and the previous studies, that was the method. The researcher used an experimental method; but the previous studies used an action research method.

**B. Research Question**

Based on the description in the background in the previous page, through this study the researcher wanted to know whether the use of animated film can help the students to write narrative texts. The problem is specifically formulated as follows: “Is there a significant effect of using animated film in writing narrative text to the tenth graders of SMA Dharma Putra?”

**C. Research Objective**

The objective of this study is to find out the effects of using animated film in writing narrative text by the tenth graders of SMA Dharma Putra.

**D. Significance of the Study**

The researcher highly expected that this study could give useful information and contributions to the students, teachers, and other researchers.

1. To students, giving new atmosphere in learning process by using animated film to teach a narrative text.
2. To teachers, providing information about the use of animated film to teach writing narrative text.
3. To other researchers, providing a basis for conducting researches on the same area.

**E. Scope of the Study**

The scopes of the research is the effect of animated film in teaching narrative texts to the tenth graders of SMA Dharma Putra. In this research, the researcher selected two classes in the same level as control group (class A) and experimental group (class B).

The media that the researcher used was animated film and the types of the text was narrative text.