CHAPTER I

INTRODUCTION

This research was investigated the effectiveness of Charlie Chaplin's video as a medium to teach English writing narrative text at SMA Islam Parlaungan Sidoarjo. In particular, this research aims to know this method is effective in teaching writing narrative text or not. This chapter discusses the background of study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of the key terms, and the paper organization from this research.

A. Background of The Study

Writing is one of the four skills that should be taught to English learners. The language skills to be achieved are divided into two parts of language functions, namely, oral and written English as means of communication. In this case, listening and speaking are oral language; reading and writing are written language. However, writing becomes the most difficult skill for the student. It is supported with the statement of Oshima and Hogue in their book: "Academic English" writing is a process not a product.[1] This process needs the deep comprehension to the material and some sources which need to support the topic. The students are not only supposed to write, but they also have to combine their

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[1] Oshima and Hogue, *Writing Academic English Third Edition*, (New York: Longman,1999), p. 33

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ideas with their thoughts into a good paragraph, this makes it a difficult task to write, moreover in foreign language. From this statement it can be concluded that writing regarded as a complicated and complex activity.

So, the researcher conducted this study to analyze this problem deeply and founded the solution. The researcher chooses SMA Islam Parlaungan as the object of the study. The specification is the students in XII IPS. Most of the students in this class have low ability in writing narrative text. The researcher has proved this case from the survey study that means preliminary study.

From the result of preliminary study the researcher founded any causes that make some of the students have a low ability in writing narrative text. It was seen from two statements. The first statements was from some of the students in XII IPS, and the second from Mr. Agus as the English teacher. Some of the students said that they have difficulties in writing narrative text because the teacher's way in teaching make them not interest and difficult to catch the material. The teacher's way in teaching writing narrative text is monotone. It makes them bored. The teacher never uses media in teaching, just ask the students to write without thinking more is the students get the main or not. It is related with the statement of John:

> "Teacher's role is to help students develop variable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structuring and making procedure), drafting (Encouraging multiple drafts of reading), revising (adding, deleting,

modifying, and rearranging ideas), and editing (Attending to vocabulary, sentence, structure, grammar, and mechanics". [2]

Teaching writing not only asks the students to write and collect their writing, but also guides the students in the process of writing. Teacher has to consider more the process of writing itself. The students' composition are the result of several stages of teaching and learning process. In these activity teacher should be a good guide who leads the students how to make a good composition.

But, the different statement from Mr Agus as the English teacher there. He said that almost the students in XII IPS have a low score in writing narrative text. The students as like don't have motivation to learn. So, it make them cannot get the target in their study.

And from the scene of the researcher, concluded that the teacher has to create an interesting atmosphere in the class in order to make the students enjoy the subject they learn. The teacher needs to try and match to the learners' creativity in learning their foreign language. The teacher must be creative in teaching, creative to make an interesting class.

In this case, the teacher have to be aware and selecting the materials that they are going to teach. It is very dangerous if the students are not interested with the topics what teacher asks them to write. They will have some difficulties in doing the task given. Harmer stated that students may

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[2] Abbot, Gery ,Greenwood, John; Mc. Keating, Douughlas and Wingard, peter. T*he teaching of english as international language: A practical guide.* (Great Britain:William Collins Sons and Co Ltd,1981), p.12

have language limitation when asked to work with the topics which are not interesting, perhaps they are familiar with genres, and they have problems with language production activities. [3] Therefore, teachers need to select several ways of avoiding students' boredom such as choosing and creating interesting topics, activating schemata, varying topics and genre and providing necessary information.

So, from analyzing the whole problem and also the causes. The researcher and the teacher try to found the solution with this research.

One of the possible solutions to the above problem is by using an aid to help the teacher deliver the material. It is in line with Arsyad who states that media is something that is used to transfer idea, concept, and opinion. [4] So, these can be understood by the receiver. In this learning process the teacher need Audio visual aid, where the information is delivered through something that can be seen and heard. One of the audio visual aid is video. Stempleski and Tomalin stated that there are four kinds of video" [5] They are drama, documentaries, TV commercial and Music video .They are some audio visual media in teaching learning activity. According to Canning Wilson, video is best defined as the selection and sequence of messages in an audio

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[3] Harmer, Jeremy.*The practice of English Language teaching : fourth edition; completely revised and updated*, (Edinburg Gate: Pearson Educational Limited,2001), p. 252

[4] Arsyad, Azhar, *Media Pembelajaran*, (Jakarta : PT. Raja Grafindo Persada,2009), p.4

[5] Stempelski,Tomalin, *Video In Second Language Teaching:Using Selecting, And Producing Video for Classroom*.1994,p.7

visual context. [6] Video is one of visual communication which uses pictures and sounds to tell stories or inform something.Video is an essential elements of learning languages. By using video, the class will be fun and create a relax atmosphere. The students can enjoy the lesson through watching a video. It also can help the students to understand the content of an event better.

Charlie Chaplin is one of the videos that can be used as medium to teach writting narrative text. This video is suitable with the characteristic of narrative text, because the plot of this video has the same order as the generic structure of narrative text. It also has the same aim as narrative text, which is to entertain the audience.

What is unique from Charlie Chaplin video is that it is mute, has no dialogue and any utterance in this video, He only has non verbal expression and gestures. That makes it different to another video. It gives more advantage, because the students also can increase their vocabulary by itself. In this video, Charlie Chaplin does some actions that related to the story. So, it is easier for the students to understand the meaning plot of the story.

This research focuses on narrative text. Actually there are several kinds of genre text taught in senior high school there are descriptive, recount , procedure, narrative, explanation, discussion. But, the most difficult seems to be narrative text. This is because in narrative text the students not only use

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[6] Canning-Wilson, D. (2000) *Practical   Practical aspects of using Video in the foreign language classroom,Vol VI,* Retreived on February 16, 2012, from http://itesIj.org/Articles/Canning - Video.html

one grammar but mix grammar. And this might not happen in another kinds of text. Direct indirect sentence also use in narrative text, it will make students completely difficult to difference it. The students need to change the sentence from active to passive and beside. Anderson stated that narrative is text a piece of text which tells a story and in doing so entertains or informs reader or listener.[7] .

In some schools, the students usually write narrative text based on their imagination or experience. And this case also happens in SMA Islam Parlaungan. From my preliminary study, most of the students feel difficult to visualize the sequence of events then write it down into a good story. Besides, when the teacher asked the students to write narrative text, they usually write about some popular stories, for instance: Cinderella, Bawang putih, Bawang merah, And snow white. There is a possibility that the students imitate the story from the internet or books. Considering this, a research on the use of video to develop the student's comprehension is worth doing. It is expected that Charlie Chaplin's as a medium to teach writing narrative text will serve as an effective way to achieve this purpose.

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[7] Anderson and Anderson , *Text Type in English*, (Sidney: Macmilan Education Australia PTY LTD,1977), p. 1-2

B. Statement of The Problem

Based on the background of the study above, the research question is formulated as follow."Is Charlie Chaplin's video   effective in teaching writing narrative text   in the twelve grades of   SMA Islam Parlaungan?

C. Objective of The Study

In line with the research question, the objectives of the study is to find out whether Charlie Chaplin's video is effective in teaching writing narrative text in the twelve grades of   SMA Islam Parlaungan or not.

D. Significance of The Study

For researcher the result of the research is expected to give benefit that Charlie Chaplin's video is effective to teach writing narrative text. For the teacher, the result of this research can be used as a reference that Charlie Chaplin's video is effective to increase student's score in writing narrative test. For the reader, the result of this research can enrich knowledge about the effectiveness of Charlie Chaplin's video as medium to teach writing narrative text.

E. Scope and Limitation of The Study

This study focuses on the use of Charlie Chaplin's video as a medium in writing English narrative text. This study focuses on finding Charlie Chaplin's video is effective to teach writing narrative text in the twelve grades of   SMA Islam parlaungan or not.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the meaning of the terms in the study, the definition of key terms is provided. It is expected to give the same understanding and interpretation between the writer and the readers. The key terms are:

1. Effectiveness is the capability of producing a result. Effectiveness was indicated by increasing of student's writing score that measured by using Rubric narrative text and appeal the results of students' score in pretest and post test.

2. Charlie Chaplin's video is a video about Charlie Chaplin which is tell about the funny act of Charlie Chaplin. This video is mute, has no dialogue and any utterance, Only has non verbal expression and gestures. The title of the video is "Pay Day" by Edna Purviance , the duration is 20 minutes.

G. Research Paper Organization

The research paper organization entitled "The Effectiveness of Charlie Chaplin's video as a medium to teach writing narrative text at SMA Islam Parlaungan Sidoarjo" consists of five chapters.

CHAPTER I   :   Introduction it deals with the background of the study, the problem of study, the objectives of the study, the scope and limitation of the study, the significance of the study, the definition of key terms,and the research paper organization.

CHAPTER II   :   Review of related literature. It consists of the previous researches, the review of teaching writing, the review of media, the review of video, the review of narrative, the review of Charlie Chaplin's video.

CHAPTER III :   Research method, it consists of the research design, the population, the sample, the setting of the study, the procedure of the study,the data and source data, the data collection technique, the research instrument, and the data analysis technique.

CHAPTER IV :   The result and discussion. The result consists of brief description of research location, the description of the data and the results of students score.

CHAPTER V   :   Suggestion and Conclusion.