

CHAPTER I

INTRODUCTION

This chapter presents brief introduction of the research. It begins by describing the urgency of carrying this research dealing with teaching narrative writing and the problems usually are encountered by students. It also includes scope of the study, statement of the problem, hypothesis, and aim of the study.

A Background of the Study

In English language, there are four skills should be mastered. They are speaking, listening, reading and writing. Writing is basic language skill such as other skills. Such as speech, mastering writing is important. Even though, speech acquires from the mother tongue as part of a child's normal development¹. Based on the implementation school based curriculum (KTSP) there is alteration approaches of the English teaching and learning method. The language teaching and learning emphasize on the function of language as a mean of communication. In another word teachers of ESL or EFL are to encourage students not only in oral

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Jill Hadfield and Charles Hadfield, *Introduction to Teaching English* (Oxford University Press, 2008), 116

communication but also in writing communication.²

Writing is also a matter of process³.students cannot write just like water flows smoothly, but students need to think of writing “as ongoing process”. So, makes writing as habit, is necessary built among students. When students have a writing habit, they are ready for the writing task with enthusiasm.⁴ Actually through the process of writing, the result of this skill is expected students can attain goals; like writing dialogue, writing letters, movie scenario, report some news, replaying advertisements, and so on.

2 Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman) 78

3 Bryne. D *Teaching writing skill* (London: Longman) 2

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Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman) 329

In writing, there is one aspect is called narrative text. This narrative text must be mastered by students of senior high school and this is important to increase their skill. It can be found in standard competence and basic competence. Narrative text itself is a text which has primary purpose to describe an experience, event or sequence of events in the form of a story.

In another sides, students still have many difficulties especially in writing. On preliminary study finds that student' difficulties are laid upon the problems of how to generate an idea, organize the idea in writing. they also finds that students are confused on generic structure and language feature of narrative text.

One of the ways to generate students' idea and improve their writing in English language is the use of technology which has been done by many teachers in this modern time. Technology can add excitement the lesson and connect with more of students, by utilizing and combining graphics, video, and audio can address varied styles of learning in more effective way and can be awful support to English language learners.⁵

Movie and video is the product of multimedia technology that can be used in language teaching.⁶ Universally, Movie and video recognize as a visual aid that has a lot of contribution to the process of language learning, by combining education and entertainment. It can stimulate students' interest to acquire the

5 Joseph E. Champoux *Film As a Teaching Resource* Journal of Management Inquiry September 26, 2007 p1

6 Parrish B. *Teaching Adults* ESL (New York: McGraw-Hill),249

target culture as well as language.⁷ Movie and video not only can attract and entertain the audience but also draw students into the world that film or video present. One of the advantages of using movie is the reluctant reader can be motivated, by engaging them in visual representation on the movie.⁸

Action movie is one of genres in movies. Action movie is movie which is usually show a fight scene like a fight scene using physical force, firing, shooting, war and using incredible special effects or supernatural. According to shio-Lan Hsieh Genres of English movies that students enjoy viewing show that action movie the favorite one than animation movie⁹. It's mean that many people like and attract action movie.

Such as action movie, movie trailer is part of movie which contains a group of scenes that are shown to advertise a movie.¹⁰ According to Gruba reports movie and trailer share these same characteristics and both of them provide better understanding and serve as integral resources to comprehension, but movie trailer has more digestible size usually between 45 to 150 second. Movie trailers also give multiple modes of input simulate real communicative conditions because

7 Johanna, *the Use of Film as an Innovative Way to Enhance Language Learning and Culture Understanding*. Electronic Journal of foreign Language Teaching 2009.281

8 Senior high School English Language Arts Guide to Implementation, *Using film in the Classroom*. (Canada: Alberta Learning, Alberta, 2003),p2

9 Hshio-Lan Hsieh, *The effect of movie viewing on learning English as foreign language*: (Taiwan, Hsinchu: Yuanpei University, January 2010),

10 www.merriam-webster.com/dictionary/trailer?

both audio and visual are provided.¹¹ It means Movie trailer is more effective to use in classroom, because trailers more save the time than full length movie.

This research is conducted in class X MAN 1 Mojokerto. This class is chosen as object of the research because the teacher of MAN1 finds that students' achievement score lack from standard competence. In addition, Class which contain of 24 students often have difficulties in writing narrative text. Based on interview which is conducted by the researcher to one of English teachers MAN 1 Mojokerto, there is students' problem in writing narrative text; the students have difficulties to find idea, language feature and generic structure in writing narrative text.¹² It is proven by the score of last year's student below of KKM (Kriteria Ketuntasan Minimal) on writing narrative text. In another side MAN 1 School has been provided learning aids which is suitable to conduct this research.

For this opportunity, the researcher chooses action movie trailer to improve students' ability on writing narrative text. Finally the researcher takes the research entitled 'A study of action movie trailers to improve students' ability in writing narrative text for the tenth grade students of MAN 1 Mojokerto.

A Statement of the Problem

Based on the background of the study above, this study answers the

11 Andrew Johnson, *English Trailers v4: An example of an ESL/EFL website that transformed from a testing to a teaching focus*, The JALT CALL Journal 2006.p

12 Translation from interview with English Teacher on Sunday September 2013

following questions:

- 1 Do students' writing skills in narrative text improve through the use of action movie trailer?
- 2 How are the students' responses after the implementation of teaching writing narrative text using action movie trailers?

A Objective of The Study

In accordance with the research questions, the objectives of the study are stated below:

- 1 To find out whether the students' improvement through the use of action movie trailer.
- 2 To know the students' responses after the implementation of teaching writing narrative text using action movie trailers.

A Significance of The Study

The result of this research is expected to contribute and give some informative inputs in teaching and learning English as a foreign language in terms of theory, profession and practice. The result of this study can enrich theories on teaching writing by using action movie trailer. The students can learn from various kinds of action movie trailers which offers real language uses in real

context.

- 1 Another significance of this study are:
 - a The students are able to be more aware to write narrative text especially.
 - b The use of action movie trailer can obviously improve their understanding to write narrative text with more inspiration as well as to help of clear audio visual effect

A Hypothesis

In this research the hypothesis is alternative hypothesis; the use of movie trailers can improve their writing narrative text. There is a significant difference between students teach using movie trailer and students teach narrative writing text using conventional technique. Movie trailer likely improve student on writing narrative text.

The formula of the alternative hypothesis is as follows

I. NULL hypothesis (H_0)

There is no significant improvement in achievement between Student who are taught using action movie trailer than who are not taught using action movie trailers.

I. Alternative hypothesis (H_1)

There is a significant improvement in achievement between Student who are

taught using action movie trailer than who are not taught using action movie trailers.

Explanations:

H_0 will be accepted if $t\text{-value} > t\text{-table}$

H_1 will be accepted if $t\text{-value} < t\text{-table}$

A Scope and Limitation of the Study

Based on the title above, the scope of this study is divided into four elements. Those elements are action movie trailer, improve, writing, and tenth grade student of MAN 1 Mojokerto. Meantime, based on the research question the writer limit the study on two terms; the improvement between students that are taught narrative text using action movie trailer and the students that are not taught using action movie trailer, and the students' response on action movie trailer.

A Definition of Key Terms

To avoid misinterpretation on this study clarify which specific for each term as follows:

- I. Movie trailer: movie trailer is one of medias, to gain interest for audience here, the researcher uses transformer 4 as action movie trailer.

- II. Improve: Based on Oxford Learners Pocket Dictionary “Improve is become or make something better.” Improve means to grow or cause somebody or something to grow gradually, more advanced and more organized.¹³ Improve in this research focus on writing narrative text.
- III. .Writing is expressing ideas, opinions, or feeling to others by using words in written language, writing in this research is specifically on writing narrative text.
- IV. Response: a reaction to something.¹⁴ Students’ reaction to the media use, that is action movie trailer entitled transformer 4

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13 Oxford learner’s pocket dictionary,2000, oxford university press; New York
14 <http://www.oxforddictionaries.com/definition/english/response?q=responses>