

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the study, statement of the problems, objectives of the study, scope and limitation, significance of the study, and definition of key terms.

#### **1.1 Background of the Study**

Teaching English at junior high school has strong intention to improve students' ability to communicate using English well. Language has significant function in spreading students' skill, social, and emotion. Teaching and learning English process is hoped helping students show their ideas and feeling, and also able to write ideas in the writing class moreover in their daily communication activities.

Alireza Zarea (2006) said that “There are four skills in learning English which are *reading, listening, speaking, and writing*, reading and listening are inputs whereas speaking and writing are outputs”. They are important to cover teaching and learning process of English as a foreign language. Those skills are very significant because they are used to respond in the societal life. Therefore, English lesson is aimed to develop these skills, so that the graduates from junior high school are able to communicate in English.

Students are expected to be able to use language effectively, appropriately, and accurately in a variety of setting and also to create English discourse grammatically' as well in daily communication activities. Students can use spoken language to relay messages to each other. They also can use written language to convey information or to read the vast accumulation of knowledge found. In

curriculum level education unit, writing becomes one of competence which has to be learnt by students. Writing itself is an important skill for the learners. Moreover, writing is a difficult and tiring activity and usually needs time for reflection and revision, plus a peaceful environment, none of which are generally available in the classroom (Kavaliauskiene, 2010).

In the teaching and learning process of writing, the students sometimes feel bored and consider that writing activities are not interested and also difficult. The teacher causes the condition. The teacher commonly is not creative, they usually only used textbook. Teachers often delegate the task of writing without giving proper steps to be able to produce good work (Munir, 2011). One important thing which the teacher must do is to make students interested in writing activity. Students usually direct their behavior toward activities that they value and in which they have some expectancy of success (Gross Davis, 1993)

Video has long been used as both a source of authentic listening input and also as a stimulus for speaking or writing activities (Katchen, 2003). Students can be easily exposed to sound, video, and animation of the authentic target language, which can give the students the strong visual impact and make them get involved in the authentic language environment more completely (Fang, 2010). In this case, the video can be a narrative story movie. A media can use both film and storybook as to present material especially in narrative writing.

Narrative is one of the texts that are given to the students in eighth grade. It is also stated in curriculum level education unit, whether there are texts which have to be mastered by the students at the eighth grade. They are narrative, descriptive, and recount. Narrative text becomes dominant because the generic structures and

language features are more complicated than descriptive and recount. The students have to think hard about the character, characteristic, problem, and solving problem in making a narrative text.

Narrative presents a story by showing sequence of events. It needs specific detail information to be convincing because narrative text tells about the process of story, moving from beginning to end, from first event to the last. In general, it has a characteristic to entertain the readers because it is a fiction or an imaginative story. In addition, it usually tells about one's experiences or a short story, which states a conflict and resolution of problem. Narrative text divides into several examples, such as legend, myth, folktales and so on.

Folktale movie is one of the media that was chosen by some teachers in teaching narrative writing. In fact, teaching narrative writing using folktale movie can improve the students' content of the students' narrative text. The grammars of the students' narrative writing also improve when they are taught using Folktale Movie. The students' vocabularies also improve when Folktale Movie apply as a media in teaching narrative text. The students get pleasure and enjoyment in writing narrative text after they watch folktale movie. The teaching learning process of writing also becomes interesting and not monotonous. These supported by Lisetyo Ariyanti (2008), she stated that viewing Folktale Movie could improve the students' narrative writing especially in terms of content, grammar and vocabulary.

From the explanation above the researcher wanted to describe about the way the teacher teach students using folktale movie in some schools. The researcher did preliminary study before taking the data. The researcher found that there were two schools which were succeed in applying folktale movie as a media in teaching

narrative writing. Those schools are MTsN Gresik and SMP Muhammadiyah 4 Giri. The students' narrative writing of those school improved by viewing folktale movie in learning narrative writing.

## **1.2 Statement of the Problems**

According to the explanation above, researcher decided two problems that will be answered later, they are:

1. How is folktale movie used to teach narrative writing to the eighth grade students of MTsN Gresik and SMP Muhammadiyah 4 Giri?
2. How are the students' perceptions of those classes toward the use of folktale movie in the teaching narrative writing?

## **1.3 Objective of the Study**

Related to the research questions stated, the purposes of the study are as follow:

1. Find out the way folktale movie is used to teach narrative writing at the eighth grade of MTsN Gresik and SMP Muhammadiyah 4 Giri.
2. Find out the students' perceptions at eighth grade students of MTsN Gresik and SMP Muhammadiyah 4 Giri to watch folktale movie in narrative writing class.

## **1.4 Scope and Limitation of the Study**

The scope of this study is the English teacher of the 8U class of MTsN Gresik and 8B class of SMP Muhammadiyah 4 Giri and also the students of those classes.

The location of MTsN Gresik is in Jalan Raya Metatu and SMP Muhammadiyah 4 Giri is in Jalan Sunan Prapen 1/17 Giri Kebomas. The limitation of the study is focused on the use of folktale movie in the teaching narrative writing to the eighth grade students.

### **1.5 Significance of the Study**

Several significances can be taken from this study which is beneficial for teachers, students, and other researches.

#### **Theoretical significances**

- For teacher, the result of this study will give contribution to the method of English teaching learning process especially in teaching narrative writing.
- For other researchers, the result of this study can be used as the reference for people who want to conduct research in teaching learning process.

#### **Practical significances**

- For teachers, they can increase the teaching techniques to be more creative in teaching English writing skill, especially in narrative text.
- For students, the improvement of teaching techniques by using folktale movies could produce a good motivation and variation in studying English.

### **1.6 Definition of the Key Terms**

To avoid misunderstanding between the researcher and the readers, it is important to give the definition of some key terms. The definitions of some key terms are given as follows:

1. Narrative text : A text that tells a story about a journey of life that is

begun with the introduction of the characters, followed by the problem, and ends with the completion of the issue, it could end up with happiness or sadness.

2. Writing : The mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
3. Folktale : Varieties of traditional narrative/literature, which are passed on from one generation to the next.
4. Perception : The mental result or product of perceiving or an impression of something perceived.