

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the limitation of the study, the significance of the study, the definition of key terms, and the outline of the study.

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

English becomes a global or international language that is very important and used by people around the world to communicate each other. According to House (1999) and Seidlhofer (2001), when English is chosen as the means of communication among people from different first language backgrounds, across lingua cultural boundaries, the preferred term is “English as a lingua franca”. It means that English is used as the main language in communication because most of countries around the world use English as their lingua franca. Crystal (1997:54) argues that those nations recognize the importance of English as an international language, though they do not either have a history of colonization by the inner circle such as USA, UK and Australia, nor they have given English any special administrative status. It is very helpful for the people who have different languages, backgrounds and even cultures, because English can be used as a tool to communicate each other.

According to Harmer (2007:11), all around the world, students of all ages are learning to speak English, but their reasons want to learn it can be differed greatly. Some simply because they want to be able to speak the language (General English), another reason is for business purposes in order to communicate and function within an International framework (Business English). Many others with the aim of passing an English Language exam (English for Exam or Academic Purposes). In Indonesia, English becomes a foreign language that is why students in Indonesia are encouraged to understand English by learning it in school. However, Harmer (2007:19) states, “EFL described situations where students were learning English in order to use it with any other English speaker in the world...” Thus, in this case, students need to understand English, not only because English becomes one of compulsory subjects at school but also it is an international language.

English subject has four skills of language such as; listening, speaking, reading and writing skill. Those skills are divided into productive skills and receptive skills. Harmer (2007) states that the term of productive skills is the language skills which the students produce the language themselves. It means the students have to create their own words and express their idea, opinion or even feeling when they use the language. Based on Harmer’s statement, it can be concluded that writing is categorized as a productive skill and included as the most important skill to be mastered by the students. Nowadays, many people get money by doing writing such as a journalist, novelist and script writer. That is why mastering writing skill is a must for students.

In writing, the students need to consider about grammatical features and organization. It is necessary for them to pay attention to the accuracy of grammar in learning writing. Related to a study, Hughes (2003:100) found that writing requires some aspects such as grammar, organization, vocabulary, mechanics, and content that should be understood by the students because a good writing needs those aspects for the readers to understand the writing the students write. Thus, in this research, the researcher wants to focus on writing skill because writing is one of language skills that is important and should be understood and acquired by the students.

Lestari (1999) states that writing as an activity that is physical and mental in nature. It means the students cannot just write what they want to write without considering anything, but they should first think of the ideas. Generating ideas, grammatical features, and organization become the students' difficulty in writing especially when they are asked to write a text. There are various genres to organize the sentences in a piece of writing. One of them is a recount text.

According to Knapp (2005:224), a recount text basically is written out to make a report about an experience of a series of related event. Usually, the students have difficulty at telling their experience. This is because writing is difficult for them because they lack vocabulary, spelling, and grammar. The same condition was also found in the eleventh grade students of SMA N 8 Semarang.

In reference to the explanations above and the strong desire of finding the solution of these problems, the researcher had motivation to do the research which investigated the improvement of students' ability in writing recount text. That was

why, the teacher should use interesting teaching methods and media in order to make the students feel motivated and enjoy in learning.

One of the solutions to be applied in the learning process of writing in recount text in order to improve students' writing ability is by using interesting media. Students' interest can be increased by media which offer different situation in students' learning process. Media can be used by both teachers and students. It gives more detailed information and focuses the students on the material and skill that is being taught. The use of media also allows the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Then, the teacher has to know the appropriate media for the students.

One of the media that can be used in teaching writing recount text is animated short films. According to Manser (2000:4), an animated film is a film that contains story, has conflict, dialogue, plot, and characters. It is a medium in which the students can record image events, organize them and then make them into a paragraph. In addition, Barthes (1993:3) says that animated film is great device that can amuse the audience with imaginary world powerful characters. It means that animated short films can stimulate students' feeling and imagination. Cruse (2006) argues that educators have recognized the power of audio-visual materials to capture the attention of students, increase their motivation and enhance their learning experience. In conclusion, animated short film is a kind of film that is arranged from a set of objects which contains story, has conflict, and it can be used as medium in teaching and learning process.

In addition, Stemplesky and Tomalin (1990:6-7) argue that animated film has different types of purpose, there are: active viewing, vocabulary, grammar, pronunciations, listening and speaking skill, reading and writing skill, cross-cultural concern, and testing. Teaching with video can be exciting. Lonergan (1984:2) explains that four or five minutes video material can easily provide enough stimulating input for one hour's teaching. By using films as media for the teaching of recount text, students will be more interested and active in learning. They will feel something new and different from what they usually get in their class.

In this research, the researcher had used animated short films as a medium in teaching recount text in writing skill. It was because writing is one of the language skills that is important to be improved in academic life. According to researcher's teaching practice experience, most of eleventh grade students of SMA N 8 Semarang found that writing is difficult. They could not write a text well. Recount text is an interesting genre that is very useful for students to explore and express ideas and experiences. In addition, animated short film is an interesting medium for language learning because the students could see colorful objects, voices, and gestures of the character of the story, so that students could follow the plot clearly. By using animated short films as media for the teaching of recount text, students more interested and more active in learning.

The researcher believed that by implementing animated short film, it could improve students' writing achievement in recount texts. Thus, in this research the researcher had conducted a study entitled *The Implementation of Animated Short*

*Film in Improving Students' Ability in Writing Recount Text on the Eleventh Grade Students of SMAN 8 Semarang in the Academic Year of 2017/2018.*

## **1.2. Reasons for Choosing the Topic**

There were three reasons for choosing the topic:

1. Writing is one of the language skills that is important to be improved in academic life. According to researcher's teaching practice experience, most of the eleventh grade students of SMA N 8 Semarang found that writing is difficult. They could not write a text well.
2. Recount text is an interesting genre that is very useful for the students to explore and express ideas and experiences.
3. Animated short film is an interesting medium for language learning because the students could see colorful objects, voices, and gestures of the character of the story, so that students could follow the plot clearly. By using animated short films as media for the teaching of recount text, students more interested and more active in learning.

## **1.3. Research Questions**

This research was guided through the following questions:

1. How were animated short films implemented for teaching writing recount texts on the eleventh grade students of SMAN 8 Semarang in the academic year of 2017/2018?
2. Whether or not the students' ability in writing recount texts improved after being taught using animated short films?

#### **1.4. Objectives of the Study**

There were two objectives in this study, as follows:

1. To describe how animated short films were implemented for teaching writing recount texts on the eleventh grade students of SMAN 8 Semarang in the academic year of 2017/2018?
2. To describe whether the students' ability in writing recount texts improved after being taught using animated short films.

#### **1.5. Limitation of the Study**

To make the problem easier to be discussed, the researcher focused the research problem into some points as follows:

1. The population was limited to the eleventh grade students of SMA N 8 Semarang in the academic year of 2017/2018.
2. This study only focused on the teaching writing skill of recount texts by using animated short film of the eleventh grade students of SMA N 8 Semarang in the academic year of 2017/2018.
3. The animated short film which was used in this study as media to teach writing recount texts was Mr. Bean animated stories because it was an interesting animated short film which had colorful objects and gestures of the character of the story, so that students could follow the plot clearly. By using Mr. Bean animated stories as media for the teaching writing recount text, students more interested and more active in learning.

## **1.6. Significance of the Study**

The result of the study is expected to give contributions into three parts:

### **1. Theoretical significance**

The result of this study shares a new finding which hopefully can be used as a reference and guidance in further research.

### **2. Pedagogical Significance**

- For teacher

The result of this study hopefully is able to be used in various teaching media, where the teacher can modify and add some interesting media to help the students improve their writing ability. This study can also be a new way to develop the teaching medium applied in school. It is also expected to improve the quality of teaching and learning process and teacher's competence in using various learning media.

- For students

The result of this study can improve students' writing skill especially in writing recount text. Besides that, by learning writing through animated short film, the students will be more interested in learning English and realize that writing is not that difficult to be learned.

### **3. Practical Significance**

- For students

This research is expected to make the students understand about writing recount text appropriately, so it can give benefits for them in teaching and learning process. They are expected to feel interested and



comfortable while learning in the class. They become more involved in the lesson so that they will be better in acquiring the lesson.

- For teacher

By doing this research, it is expected to motivate teacher to improve their skills in choosing appropriate and various learning media. The researcher hopes the teacher can use animated short film as an alternative medium in teaching recount text. So, the students will get better achievement.

### **1.7. Definition of Key Terms**

To make the readers understand easily about this study, this sub chapter presents the definition of the terms as follows:

#### **1. Writing**

According to Harmer (2001:79) writing is a form of communication to deliver or to express feeling through written form. Based on Harmer's statement, it can be concluded that writing is the activity by which the students express their ideas, thoughts, and feelings into written form. It means that through writing, students can express ideas, thoughts, feelings, experiences, etc to convey a specific purpose.

#### **2. Recount Text**

Mulyadi (2008) states that recount is kind of text which tells about past experience or past event, what happened and it is based on the experiences. From the definition above, it can be concluded that a recount text is a spoken or written

text which is used to tell other people about the experiences that already happened.

### 3. Animated Short Film

Animated film is a kind of media that is used in teaching which contains story, has conflict, plot, and character. According to Hornby (as cited in Zahroh, 2014), animated film is a film made photographing a series of a gradually changing drawing, so they look as if they are moving. In addition, Lonergan (1984:2) explains that four or five minutes video material can easily provide enough stimulating input for one hour's teaching. So, in this study, animated short film is kind of film that contains a story and has duration four until five minutes. Using animated short film in teaching writing could bring new atmosphere for the students in learning process. It could be concluded that animated short film is one of audiovisual media which could both motivate and help the students to understand recount text well.

### **1.8. Outline of the Study**

This final project is divided into five chapters, they are:

The first chapter presents the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the limitations of the study, the significance of the study, the definition of key terms and the outline of the study.

The second chapter concerns with the review of related literature and the review of previous studies.

The third chapter is about research method which is used in conducting this study. It includes the research design, the subject of the research, the instruments, the instrument validity, the procedure of the research, the data collection techniques, and the data analysis techniques.

The fourth chapter covers the result of the research. It includes research finding and discussions.

The fifth chapter covers conclusion and suggestion. It describes a conclusion from the data that have been discussed in the previous chapters and suggestion that refers to the next action to do.