

CHAPTER I

INTRODUCTION

This initial chapter is prologue of further chapters that explains about Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Limitation of the Study, Hypothesis, Significance of the Study, Definition of Key Terms, and Organize of the Study.

1.1 Background of the Study

Language is one of the ways to communicate and make interaction among human beings. There is a proverb that says people cannot live alone because they need other people to life as social being. Hornby (2000:67) defines “Language is the system of communication in speech and writing that it used by people of a particular country. Communication is understanding and expressing feeling, ideas, exchange information, culture and technology with the people around the world”. It means that in this social environment, people need a tool to communicate which is done through language.

Regarding the fact of globalization era, English is one of international languages that most countries in the world use. According to United Nation General Assembly (1947) the permanent rules: Resolution 173 (II) “The procedure setting out the five languages and two working languages there are English and French”. Moreover, since 1938 the Security of Council had recognized that English is the working language. We could said that the technology, human resource, economic, education, information, management

and every part human life using English as the instructional language around the world.

English is the first foreign language taught in Indonesia formally after independence day, it is not only learned by the informal institutions but also the formal schools from elementary until university level. The main purpose for learning language is to make it easier for students to receive knowledge and information about anything like technology or their lesson materials in the school from the other countries that use English. In addition, they can use English as well as *Bahasa*. It is well-known that English is the major requirement in terms of advanced education and job vacancies, not only in foreign companies but many private domestic companies and even government offices used their requirement.

Indonesian learners who want to master English should learn both micro skills like grammar, pronunciation, lexical etc. as well as and macro skills like reading, speaking, writing and listening. The system of teaching English in Indonesia as the first foreign language has change several times and it is reflected in the changing of curriculum. Curriculum is developed to create qualified (outcomes) students. The K13 (*Kurikulum 2013/Kurtilas*) curriculum is the latest curriculum in Indonesia. The implementation K13 is stressed on the student character-building and religious education to grow a good attitude among themselves and their environment (*Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan*

Penjamin Mutu Pendidikan Kementrian,2014) it means that the government focus on creating good morals and character for younger generation.

Writing is the last skill that learners should know and learn how to communicate in English by expressing their ideas with a good arrangement in written text. Writing skill also as one of the hardest skills among others, teaching writing without appropriate method, technique and media is difficult to be conducted. Brown (2003) states that written product requires an entirely different set of competencies. It means that writing is not only a simple task but it needs building the ideas, constructive the text and expressing the feeling. The students often get difficulty to transferring the thought and find the idea since they do not know what they have to write and construct. As a consequence, students are confused to write the text with well-grammatical system, so they need a lot of to practices in order to improve their writing ability.

This research focused on students writing skill in a report text. To make the students motivated and enjoyable to learn, documentary films used as the alternative media in teaching report text writing. Documentary films is chosen as the media for teaching writing because it contains the factual events which are recorded according to the real things or events happen in our environment. Then, report text is to describe the way things are with reference to a range of natural, non-natural and social phenomenon in our environment. It is as a result of systematic observation and analysis in our environment like phenomena, nature, synthetic and social function. The

students can be helped by watching scenes of documentary films as a part of their observation and analysis. Because of the documentary films, the students can be more motivated in transferring their idea to construct a report text.

Based on the explanation above this research was an experimental research entitled “ The Use of Documentary Films a Media to Improve Students’ Ability in Writing Report Text”. This study had a purpose to find out whether or not the documentary films is effective to improve students’ writing skills especially in report text. Eventually, it is hoped that this study can help the teachers find the various alternative media to teach English which focuses on writing skills.

1.2 Reason For Choosing the Topic

This study has chosen consideration for the following reasons:

1. Students still think that English is the one of difficult lessons in the school
2. Writing skill is the hardest skills compare to reading, speaking and listening skills
3. The topic come up by experience when I did a teaching practice in the school and found a lot of learners who could not understand very well about writing in report text.

1.3 Research Question

Based on the background above, this study tries to answer a question: “ Is the use of documentary film as a media effective to improve the 10th grade students’ ability of SMAN 3 Demak in the academic year 2017/2018 in writing a report text ? “

1.4 Objective of the Study

The objective of this study is to find out whether or not documentary film as a media is effective to improve 10th students’ ability in writing a report at SMAN 3 Demak in the academic year 2017/2018.

1.5 Limitation of the Study

In order to narrow down the topic and be focus, this research was limited on students at tenth grades’ A (MIPA) as a class control and B (MIPA) as an experiment class in SMAN 3 Demak. The skill and genre focus on writing report and the media which was used is documentary films.

1.6 Hypothesis

Hypothesis is a researcher’s tentative prediction of the results of the research findings. There are two types of hypothesis, firstly H_0 is the hypothesis of choice when there is a little research theoretical support for a hypothesis. Secondly H_1 is a research hypothesis states an expected relationship or difference between two variables.

Therefore 2 hypotheses in this research are as follows :

Ho : There is no significant difference of the 10th grades' mean score in English report writing test between students who are taught by using documentary films and those who are not taught by using documentary films at SMAN 3 Demak in the academic year 2017/2018.

Hi : There is a significant difference of the 10th grades mean score in English report writing test between students who are taught by using documentary films and those who are not using documentary films at SMAN 3 Demak in the academic year 2017/2018.

1.7 Significance of the Study

There are some significances of this study which can be gain by some parties as follows :

For Students :

- a. Students hopefully can improve their writing skill of the report text by using documentary films. They can also learn independently by watching the documentary films.
- b. The students can be more intersted and understand to write a report text.

For Teachers :

- a. The result of this research is expected to increase teachers' knowledge of media to get more information to maxime the teaching learning process.

- b. The teachers can also use this documentary films media as well as other media in teaching learning process in the class.

For Researcher :

- a. This research hopefully can enrich the other researchers' reference to get more information and use it as the reference for similiar research.

For School :

- a. The result of this study hopefully can improve quality of teaching learning process which finally can improve the school's quality as well.

1.8 Definition of Key Terms

- a. Writing Skill

According to Harmer (2001) writing is a form of communication to deliver throught or express feeling through written form. Writing ability is the skill that people can written symbol to make the other people or readers understand the ideas conveyed.

- b. Documentary Films

Juel (2006) defines that documentary filmas one of several creative modes, including narrative fiction and experimental. Documentaries have a purpose, view point and approach then documentaries refer to the fact that there are no sets, actors are not used and real .

c. Report Text

Mustafa and Sundayana (2000) explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that the report text include important information that is considered to write as a report form.

1.9 Organization of the Study

This study is divided to three chaptersproposal writing. The 5 chapters are going to facilitate the readers in understanding the topic.

Chapter I isIntroduction that consists of background of the study, reasons for choosing the topic, research question, objective of the study, limitation of the study, hypothesis, significance of the study, definition of key terms, and outline of the study.

Chapter II is Review of Related Literature that explains about definition media, documentar films, writing in language learning, report text and teaching report text through documentary films.

Chapter III is Research Method that comprises research design, subject of the study, the technique of collecting data, procedure of the study, data analysis.

Chapter IV is Analysis of the Result that explains the Description of the School, Description of Subjects, Validity and Reliability of Instrument, Homogeneity, Pre-test, Treatments, Post-test, T-test Analysis and the Discussion of the Research Findings.

Chapter V is Conclusion and Suggestions that explains the conclusion of what have been discussed in the previous chapters and also the suggestion for language teaching for both teacher and students of English.