CHAPTER I
INTRODUCTION

This chapter presents background of the research, research questions, research objective, significance of research, scope and limitation of research, research framework and some previous related research.

A. Background of the Study

Writing is the most difficult skill in the language when compared to other skills such as listening, reading, and speaking. Writing is the most difficult skill for second language and foreign language learners, according to Richard and Renandya (2002: 303). The fact that writing is a hard skill one, decreasing the interests of students and making students dislike writing activity in English beacuse they face some difficulties.

According to Suhendra (2017) writing ability is a person's ability to express ideas in an article. It is always regarded as difficult because people believe that ideas are easier to form in spoken language. According to Cheung et al., (2018). Writing is undeniably difficult, and proficient writing is commonly regarded as the last language skill to master. It implies that students will need assistance in honing their written skills, as writing entails certain elements (vocabularies, grammar, organization, punctuation and spelling). One of the difficulties in teaching writing skills in Indonesia is that the students are not native speakers of the language so the students find it hard to write especially in writing narrative text. For instance, a study conducted by Rifki Dwi Ananto Martono, Abdul Asib and Muh. Asrori (2014), the researchers stated that writing especially on narrative text was difficult for many students. According to the study, students struggled to use good grammar, many still had a restricted vocabulary, they often have trouble understanding dialogue or written work, and they also had trouble using proper spelling and organizing their thoughts into well-organized pieces of writing. The lack of knowledge leaves students with no words to write with because

the teacher establishes the topic and sometimes the topic is unfamiliar for them that they have never imagined it before so the students struggle to begin their writing. In this situation, the teacher must assist the students to develop their writing abilities. To keep the students from becoming bored and confused, the teacher can use appropriate, imaginative, fun, familiar, and effective media to teach writing in the classroom. The media will make it easier for students to write and communicate their ideas. According to Jontra and Meikardo (2021), animation movies make courses more enjoyable and can be used to set up situations that help students write about their experiences in class with more clarity. Some movies combine amusement and education, which makes learning more fun. Animation films serve to inform, amuse, enlighten, and inspire their audiences.

On the other hand, there is an English Standard Competence in Indonesia for teaching English, particularly for teaching writing. Narrative text, descriptive text, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review text are some of the forms that the teacher must teach in teaching writing (Depdiknas Indonesia, 2006:5).

Narrative is a type of text that has a goal is to amuse or entertain the reader while also dealing with real or imagined experiences in various ways (Sudarwati and Grace in Merindriasari. et al). (2015). Anderson and Anderson, cited in Akmala, claim that (2011) A narrative text is a piece of text that tells a story with the intent of informing the reader or listener. There are many types of narrative text, including folktales, myths, legends, and so on. When it comes to teaching narrative text, animation movies have the potential to be a useful tool for making it easier for students to write. Teachers cannot avoid technology as a thing that cannot be separated from them, so the instructor must encourage them and provide them with engaging techniques or media, especially in this digital era.

In the teaching process, the teacher needs proper teaching method or something else that supports and helps the students in writing. The use of an animation movie in

writing instruction could aid students in producing well-written compositions because the movies can inspire them to come up with and develop new ideas. One of the media that can be used to teach narrative writing is the animated film (Han & Hiver, 2018). It can be utilized to help students become more adept at writing narrative stories in addition to simply entertaining them.

The use of animated movies in the classroom to teach writing needs to be considered to lessen the constraints on students' learning. In addition, in teaching writing narrative text through animation movie the teacher needs to pay attention to the process and the challenges in order to remove and minimize the problems. As the previous study entitled "Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers" written by Hidayati (2018), the researcher stated that in teaching writing there are internal and external factors contribute to the challenges that the teachers confront.

This research focuses on the process of teacher in teaching narrative text through animation movie. This research attempts to give information about the processes and challanges that teacher face in using animation to improve students' writing skill so it will help teachers mitigate the obstacles and get effective learning outcomes from the process of teaching and learning narrative text through animation movie.

Therefore, this research entitled **"The Process of Teaching Writing Narrative Text Through Animation Movie".**

B. Research Questions

From the description above, this research is purposed to answer these two following questions:

1. How is the implementation of animation movie as a medium in teaching writing narrative text?
2. How is the teacher's perception in teaching writing narrative text through animation movie?

C. Research Purposes

From the research questions above, this study is aimed at obtaining these two following purposes:

1. To find out the process of using animation movie as a media in teaching narrative text

2. To find out the teacher's perceptions in teaching writing narrative text through animation movie

D. Research Significances

This research is expected to become a source of information about the process and challanges of teacher in using animation to improve students' writing skill especilly in narrative text.

Theoretically, this research will be beneficial for teachers to have an effective way in using animation movie as their teaching media, especially to make the learning process more easily understanding. Practically, this research gives significance to:

1. Teachers

This research contributes for teachers to find out the effective way of using animation movie in teaching narrative text and to be able to overcome the difficulties in teaching writing skill through animation movie.

2. Students

This result of the research is expected to enhance students' interest and understanding especially in writing through animation movie.

E. Research Scope

The scope of this analysis is the processes and challenges of teachers in teaching writing narrative text through animation movie. In particular, the data will be collected from teacher that teach an English narrative text in the to address the teaching processes and difficulties. There will be one teacher and 15 students from the first grade of senior high school as participants in this research. The data will

be analyzed in order to identify the processes and challanges that teacher face in using animation to improve students' writing skill and help teachers toget the effective outcomes and enhance the teaching writing skil lespecially narrative text through animation movie. In addition, this research is limited to 1st grade students of SMAN 1 Subulussalam, Aceh.

F. Research Framework

Teaching narrative text using movie is a way to help students develop their writing skills. Movie is one of the visual aids that can be used in writing class. It makes learning more enjoyable. It may also be used to establish a more straightforward situation for writing classes, such as students having a keen interest in the teaching and learning process in writing class. Harmer (2001, p. 282). Hornby has a different take on the film (1995: 434). He describes a film or movie as a story captured in a sequence of moving images for display on television or in the cinema. Some research has been done on teaching writing by movies. Lusiana (2008) looked at the use of animated movies in the classroom to teach learning. The results show that using movies in the writing classroom is crucial for increasing students' retention of knowledge and their ability to think critically in order to improve their imagination.

In their article "Narrative, Self-Assessment, and the Reflective Learner," Kay and Humpreys (1993) define narrative as "the clear recounting of an event or series of events that deals with an experience." Furthermore, narrative is one of the genres that students can study, according to the Educational Ministry Regulation (Permendikbud) no. 68 for the Junior High School Curriculum of English subject in 2013. In basic competence, it is stated: organized text.Brown (2001) divided writing into five categories: (1) Thesis statement, related concepts, creation of ideas through personal experience, illustration, facts, and opinion are all part of the material. (2) Organization—includes the usefulness of the presentation, the rational flow of ideas, the conclusion, and the required length; (3) Discourse—contains

subject sentences, paragraph unity transitions, and cohesion; (4) Vocabulary; and (5) Mechanics, which include pronunciation, punctuation, neatness, and presentation. Furthermore, narrative text's generic structure usually begins with orientation stages (which can be a paragraph) in which the authors introduce the story's characters, time, and setting. Complication is the second stage, in which the main character faces challenges and attempts to overcome them. The next step is resolution, which involves resolving the story's complication or dilemma.

In the learning process, the teacher must consider the media that she or he needs to use with the students. Short movies are one of the media that can be used to teach students how to write narrative texts. The main idea of the short film assists students in easily expressing their ideas in narrative text. The short film includes the following activities for learning to write: 1) Pre-viewing Activity (the teacher provides brainstorming to develop the students' background knowledge about the narrative text), 2) Viewing Activity (the teachers assist the students in focusing on the character, setting, and plot of the story), and 3) Post-viewing Activity (the students will write a narrative text based on what they learned from watching the animated short movie). The teacher also need to pay attention to the methods that teachers use to teach students and the teacher's method in teaching narrative text through animation movie. A technique is defined by Brown (2001: 16) as a generic set of classroom specifications for achieving language objectives. Furthermore, he claims that methods are primarily concerned with the roles and actions of teachers and students, with learning grammar targets, sequencing, and materials coming in second.

Teachers in this scenario perform a variety of duties, including leading and managing their students' learning processes. Brown (2001: 167) agrees, stating that in the learning process, teachers serve as controllers, directors, managers, facilitators, and resources. Not all teachers are qualified to teach writing to students. Many teachers still face difficulties in teaching writing skills and employing

effective teaching methods. The continued use of traditional methods and media demonstrates this. Furthermore, at certain levels of study, the elements listed above have an impact on students' writing ability.

G. Previous Research

There are some previous studies which are similar or in line related teaching of writing narrative text. Here, the researcher summarizes some previous studies that can be use as guidelines for the researcher in conducting the new one, and explaining the way this study is different from previous ones.

In this research, the writer find the inspiration from previous research that addressed the similar topic, there are some researchers conducted in English writing. One of them conducted by Elis Kalisma (2019) in her journal entitled Using Silent Short Movie and Silent Web Comic to Enhance Students' Ability in Writing Narrative Text. The study was mixed-method experimental design with comparative study. Based on the process, the researchers use two medias such as silent web comic and silent short movie in two classes that are treated on the same week. The researcher measured students' achievement by using pretest and post-test before and after the treatment.The result shows that the use of silent short movie and silent webcomic both successful in improving students' ability in writing narrative text. However, using silent webcomic is more recommended because the improvement of students' skill in writing narrative text is higher than using silent short movie.

The second is the study entitledImproving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII of UPTD SMP Negeri 35 Sinjai which is written by Aulia (2021). The purpose of his research is to improve students' writing narrative texts in term of finding content and organization at the class VIII of UPTD SMP Negeri 35 Sinjai in the 2020/2021 academic years. The method of this research is Classroom Action Research that consisted of two cycles. The subject of this research is class VIII especially for

VIII.1 class. There are 26 students consisting of17 males and 9 females. The data obtained by using writing test. The similarities between previous study and the researcher is on the object of study that is writing and the media using animation movie. But the different aspect of previous research and the writer are on the scope of the reaserch and the process used in the reaserch, the previous research focus on the students' improvement in writing narrative text skill but the writer focus on the learning process and challenges faced by teachers in teaching writing narrative text in the class using animation movie.The result indicates that there is significant difference scores from the first cycle and the second cycle that showedthe use Animated Stories can improve the students' writing on narrative text.

The third is the study entitled The Implementation Of Animated Short Movie In Teaching Writing Narrative Text To The Tenth Graders Of MAN Sidoarjo which is written by Rizki (2016). The purpose of this study are to analyze the implementation of animated short movie in writing narrative text and the students' responses about this medium. The study used qualitative method to present the data and key instruments such as observation sheet, interview and questionnaire. The subject of this study was the tenth graders of MAN Sidoarjo at class of science (IPA) 1 which consist of 38 students. The researcher took all of the students in that class as the research subject. The result of the students' responses on the implementation of animated short movie in the teaching writing narrative class is positive. This was known from the result of questionnaire and interview the students. The students are interested in animated short movie and they agreed if their teacher teach by using animated short movie as media. The similarity aspect between previous research and the writer is the use same media that is short animation. But the differences is on the research approach hefocus on the students'perception but the writer focus on the teacher's perception during the learning process.

Besides, Hidayati (2018), the study entitled Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers. The purpose of this study was to find out Indonesian teachers' challenges in teaching English writing skill and discuss possible solutions to remove and minimize the problems. The study was a qualitative method and used structured interview. The researcher took 10 English teachers who come from different part of East Java in Indonesia to be interviewed. The findings of this research showed that there are internal and external factors contribute to the challenges that the teachers confront. The similarities between this research with the present study is the focus on the challenges that the teachers face in teaching writing but the present study focus more on the writing narrative text.