

CHAPTER I INTRODUCTION

A. The Background of the Study

English as an international language is widely used around the world as a means of communication. It is assumed that around 90% of the people use English as a lingua franca. To be able to communicate, people should learn English through formal or informal education effectively.

English is one of the important subjects that are included in the curriculum. It has been taught from the primary up to university level of education. The Department of National Education has made English as a compulsory subject and positioned it as the first foreign language to be taught in school based on the curriculum. It has been evaluated from time to time, so as to prepare students to meet the challenges in the work-force. English is included as one of the subjects examined in the National Examination. In order to be able to communicate in English, students are expected to master the four language skills, namely; listening, speaking, writing, and reading. One of the language skills that will be focused in this study is the writing skill.

Writing is one of the language skills that should be acquired in learning a language. It is a deliberate act which leads the mind to do several things. For instance, writing contains some information that will be informed to readers. This means that the writer should have some knowledge to make the product of writing interesting. Writing also means a process of communication that conveys ideas and opinions in written form which suggests that the writer and readers should

have similar understanding of what is written. There will be confusion on the part of the readers if the ideas and opinions are not clearly described.

Sharples (2009: 6) states that writing is a peculiar activity because it can be both easy and difficult. The more it is considered, the more difficult it becomes. The reason is that it can be a complicated task when the writer is supposed to put in detailed information with appropriate style. Everyday writing task such as composing a shopping list or jotting down a reminder seems to be easy.

On the standard competence in Education Unit Curricullum (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) 2006 syllabus of Junior High School, students are required to be able to write various types of genres, one of them is narrative. The students have to know about the organization of the text,

Based on the writer's experience in Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) in State Junior High School (*Sekolah Menengah Pertama Negeri: SMPN*) 1 Lubuk Pakam, students have difficulties in writing narrative text. The problems are students have difficulties in organizing a narrative text and building the sentences with their own word.

A preliminary data was collected from eighth grade of SMP Negeri 1 Lubuk Pakam. The data collection was done by doing an interview with the English teacher in the school. The minimum competence criteria are 70. The data showed that the students' achievement of the eighth grade students in narrative writing is still low and more than 60% did not achieve the passing grade. It can be seen from their score in the last two semesters for several 1st and 2nd degree in SMP Negeri 1

Lubuk Pakam are 67 (the second semester in 2010/2011 of academic year) and 68 (the first semester in 2011/2012 of academic year).

After interviewing the teacher of English and some students, it can be concluded that students are stuck in writing about what they will write, whether their texts are organized well, or the structure of the text is right such as thing, which make them difficult to write. They assumed that writing is a difficult task because they could not transfer their ideas and feelings in written form in English. Therefore, this condition is caused by technique of teaching and learning process. Teacher must be able to create suitable method for a better, interesting, and helpful in teaching and learning process.

Based on the explanation above, it is important to use a method to help students in solving their problem., the writer uses a good medium so that the students will have an interest in writing a narrative text. The writer chooses to use a short movie as the medium because it will attract the students' imaginations and ideas while they want to write narrative text.

Watching movie seems to be a fun activity to learn English. Szynalski (2008) states whether you know English and you like movies, why don't you watch movies in English. You can have fun, and; at the same time, learn a lot of English." Learners are able to learn so many things through watching movie, such as improving their ability in writing the story based on their own words.

It is also stated that nowadays, English film is not only for entertainment but also for learning the way of thinking and culture of the movie. Most teenagers are not only excited about the appearance of the actors and actresses but also the beauty of the places in which the movie is taking place.

Teenagers do not only listen to the characters' speaking, but also watch their gestures, beautiful actresses and handsome actors, enjoy the beautiful scenery and listen to the beautiful songs and good dialogues (Wang, 2008). It creates their imagination on how to write the story based on what they have seen.

Based on the situation above, it means teaching by watching movie are important to be applied to improve student's achievement in writing narrative with title "Improving students' achievement in writing narrative text by watching movie"

B. The Problem of the Study

The problem of the study is formulated in the form of a question as follows. "Does the application of watching movie improve students' achievement in writing narrative text?"

C. The Objective of the Study

Based on the problem formulation above, the objective of this study is to discover whether the application of watching movie significantly improves the students' achievement in writing narrative text.

D. The Scope of the Study

There are some media that can be used in teaching writing. One of these medium is movie that helps the students to be able to enhance writing ability. By using video, students will be more interested in writing, especially in writing

narrative text. Beside it, there are some genres in writing. They are narrative, recount, procedure, report, exposition, explanation, discussion, and news item. In line with applying this media, this study is focused on the application of using media to improve students' achievement in teaching writing narrative text.

E. The Significance of the Study

Findings of the study are expected to be useful and relevant theoretically and practically.

1. Theoretically for other researcher, who is interested for getting prior information to do the further related study and can prove this media more with different participant.
2. Practically, the findings are useful for English teacher, who want to get source and information to enlarge their knowledge in teaching reports, and students, who want to improve their skill and stimulate them to improve their writing achievement.