

# CHAPTER I

## INTRODUCTION

### A. The Background of The Study

In curriculum 2013 that is designed by the government this year, the specific objective of the language teaching-learning process is to make students active in the language class both in oral and written. And English is one of the lessons that has four skills, they are listening, speaking, reading, and writing.

Related to curriculum, writing is one of the language skills that has a complexity process in teaching (Reid, 1993:266). Writing is a communicative skill not only to express ideas, opinions, feelings, or thoughts but also to put them into the arrangement or pattern that has been set in order to be easily understood and accepted so that others can respond and give the feedback. Eleventh grade in high school students should be able to express the meaning of functional text and essay in the form of text reports, narrative text, spoof, hortatory and analytical exposition of the basic competencies to be achieved. Based on the explanation, the student should be able to control the narrative text as one of the genre writing in learning English.

Narrative text is one of the genre in the text that tells of an experience or incident either fiction or non-fiction. Unlike with recount text which just tells the experiences, in the narrative text in which there is a complicated arrangement in a story should contain issues/climax is where the writers are in demand to provide solutions to the incident or event that has a goal to Assume or entertain the

readers. So students are able to express ideas, choose the word, and structuring the language in order to encourage the students to be able to write good narrative text.

Based on some of experience in preliminary observation, students still face many difficulties in writing either write a text report, essay, paragraph, narrative text and so on. It is indicated to the low student achievement in writing competence. It can be concluded that 70% of high school students still have difficulty in writing especially in writing narrative text. It also can be seen from the experience of the author during Teaching Practice Program (PPLT) in government junior high school 1 Pagar Merbau (2013). It is still found some of students; especially in the third grade junior high school is still difficult in writing narrative text. Some of them showed difficulty in understanding the content and show a sense of uncertainly for the learning process, although the theory of narrative text has been given in several times. Based on the observation that a researcher has done in the eleventh grade science programs, the data was found by the writer in the third and sixth semesters in an academic year 2010/2013 through interviews with English teachers Darnauli, S.Pd, she said that still many students could not pass Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) of the basic competence in writing skill that is applied is 75 in English subject.

Based on the data above, it can be concluded that the difficulties experienced by the students in writing narrative text, especially text is still a lack of knowledge performance vocabularies, choice of words, grammar, structure, literature that perhaps some of them have it but they do not know how to express

and organize all of that in writing. It is due to lack of using strategy or media that can support students' ability to receive a lesson.

So media is one of the tool helps both teacher and students in conducting the learning process. It can be concluded that the process of teaching and learning process has not successful. So it is necessary to find media or tool to give a solution to that problem arises. Media is a component of learning that is composed of several materials that are used to motivate students to think more and make the atmosphere in the classroom more interesting (Arshyad ,2008:5).

Music videos is audiovisual media that can be used in all ages of students which is consist of images and music that shows a storyline that can make the atmosphere of the classroom more interesting and also solve students' complained for having nothing to write (Stockbridge,1987). Some previous studies pertinent to the use of music videos to enhance language learning have been conducted. The study applied in SMA N 1 Ambarawa by Hilda (2011), resulting of using video clips in teaching writing narrative text. Another improvement of language competence was implied in a study conducted by Febry and Enny (2012) in using music videos to improve the ability in writing texts of the eleventh graders in SMA N 4 Malang. And in the study was conducted by Rachmah (2011) applied in SMA N 2 Mranggen, resulting an improvement of students' narrative writing skill after treatment using video clip. It can be conclude that the students get the achievement in writing by using music videos that show a storyline that runs throughout, or sometimes several storylines running parallel to each other.

In addition, the students might also be assisted by the grammar and spelling of some words in the lyrics in order to write in a good English by music videos. Meanwhile, the motion images of music videos might help the students to brainstorm ideas by means of visual features. Some of those elements are the lyrics and the motion images which equip a model of story. The duration of each music video is quite short about 3-10 minutes to make time in the classroom teaching more efficient. Search music videos are now also very easy to be accessed on a variety of internet sites. But supporting facilities are still least to support the English teacher in implementing music videos such as LCD projector, computer / laptop, and loudspeaker. Based on Pediatrics (1996:1220) Music videos may represent a relatively new art form, but it is one that contains often an excess of sexism, violence, substance abuse, suicides, and inappropriate sexual behavior.

So choosing teaching place and music videos is one of important thing, so this study will get satisfying result since it is used for education to improve students' achievement and knowledge in writing. In other hand, music videos have some potential in teaching writing especially in narrative text because there are three types in music videos.

In line of analyses of teaching writing, the researcher is very interested in discovering whether the use of music videos has an effect on students' achievement in writing. That is the reason why the researcher wants to conduct a study on using music videos as the media to increase students' achievement in writing narrative text.

## **B. The Problem of The Study**

Based on the background, the problem of this study is formulated as: “Is there any significant effect of using music videos on students’ achievement in writing narrative text?”

### **C. The Objective of The Study**

The objective of the study is aimed to find out whether using music videos affect significantly on the achievement of eleventh grade students in SMA NEGERI 7 MEDAN in writing narrative text or not.

### **D. The Scope of The Study**

A narrative is basically a story created either according to the reality or imagination like a real event. In this study, the scope is limited to the real experience of the students. They are expected to be able to write the narratives by following the scene or clips of music videos needed to present the elements of the story.

### **E. The Significance of The Study**

The findings of the study are expected to supply beneficial input for:

1. Students will be improve their writing achievement in writing and be able to master the procedures of writing narrative without any major obstacle.
2. Teacher will get motivation to create new ways or media in teaching learning English.
3. The readers will update their information or knowledge about how to improve writing skill and as a reference for those who are interested in doing the related study, especially in writing skill.