

CHAPTER I INTRODUCTION

This chapter presents some issues focusing on the topic being researched. They are background of the research, problem of the research, objectives of the research, significances of the research, and scope and limitation.

1.1 Background of the Research

Based on 2006 Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) for high school, one of objective of teaching English is to develop the ability to communicate in English. Besides, there are four elements in learning English those are listening skill, reading skill, speaking skill and writing skill as well as the elements are grammar, vocabulary, and pronunciation. Hence, in this research, the researcher will only focus on writing subject.

Writing tends to be an important skill needs to be master, according to Bryne (in Anggraeny, 2015:1) writing is important and paradoxically, we can only improve our spoken language by writing. Due to the fact writing can be media for people to express their feeling, ideas, thinking or opinion. For example when people are sad or even happy they will write it in diary or in social media and when people have news or information they will write it in news paper, book, journal and website. It is line with Brown (2007:391) stated that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skills that not every speaker develops naturally, besides, writing is a primary means of recording speech

and can be used to communicate when the other person does not come in front of us, Byrne (1980: 24) Such as when people send letter or message to the friend and when they apply letter for job.

However, for student in senior high school to have good writing still there are some aspects needs to deal. According to Brown (2007: 391) students would emulate and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. So, it is better for the researcher to use media to help the researcher to teach writing to students.

It is necessary to provide a suitable media to motivate students to write meaningfully and grammatically correct sentences. Hence, in this research, the researcher proposes to use animation film on students' writing descriptive text, Wafi (2013:3) defined animation as "the process of generating a series of frames containing an object or objects so that each frame appears as an alteration of the previous frame in order to show motion. Also animation as "a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task. According to Wahyuni (2016:5) stated that through the use of animation video or film in prewriting activity make students can explore the structural device of the story (plotlines, characterdevelopment, setting, and theme).

In addition, based on previous researcher, Wahyuni (2016:6) stated that the use of animation film students can transfer an idea and students can interpret the story directly, see the conflict of the story directly, see the action, hear sound, and imitate

expression, stress, and intonation of characters. Thus, students will have idea to describe of the characters.

Based on the explanation above, the researcher entitled: the effect of using animation film on writing descriptive text on the tenth grade students of SMAN Pakusari Jember was conducted.

1.2 The Research of the Problem

Based on the background and rationale of the research, the problem of the research is formulated as follows:

Is there any significant difference between students who are taught by using animation film and those who are taught by using lecturing method on writing descriptive text on the tenth grade students of SMAN PAKUSARI in academic year 2017/2018?

1.3 Objectives of the Research

The objectives of the research is to know whether there is significant difference between students who are taught by using animation film and those who are who taught by using lecturing method on writing descriptive text on the tenth grade students of SMAN PAKUSARI in academic year 2017/2018.

1.4 Operational Definition of the Terms

There are two terms in this research, which are defined:

1. Animation film

Animation film is some series of frame with a story, some actions and conflict with duration more than 15 minutes. It also contains the descriptions of people, some famous places and tourist destination.

2. Writing ability

Students can write 100-150 words of descriptive text with their own words after watching the animation film strengthen by curriculum 2013 in which students are able to compose descriptive text with appropriate language feature and organization of descriptive text.

1.5 Significances of the Research

1.5.1 Theoretical Significance

The result of the research is expected to be useful as an input for English teacher to use animation film in order to facilitate the students in learning how to write descriptive, so they will also be easy and success in learning English.

1.5.2 Practical Significance

The result of this research will be useful for the teachers and readers, and to make students more interested in learning English. Besides the students also will have new experiences in learning writing descriptive text by using animation film.

1.6 Scope of the Research

The research focuses on investigating the effect of using animation film on writing descriptive text. The subject of the research is the tenth grade of SMAN PAKUSARI academic year 2017/2018.

