

CHAPTER I

INTRODUCTION

This chapter explains the research background, research problems, objectives of the study, and significance of the study. It starts by explaining the importance of English as a foreign language, the importance of writing skills, the problems in writing skills, the advantages of animated films to teach writing, and students' perceptions of foreign language learning.

1.1 Research Background

In this global era, it is crucial to master English. Rachmawati, Friatin, and Hakim (2019) state that English is a language that must be learned to compete globally. English is the language that is used as a communication tool between people from different countries (Rohman, 2019). As an international language, English will touch all aspects of human life (Ningsih, 2019). Thus, the purpose of the English subject at schools is to make the students know how to use English properly and correctly in real life (Musthafa, 2016).

In studying English as a foreign language, the students usually need to master the four language skills. Those four language skills are listening, speaking, reading, and writing (Richards & Schmidt, 2010). Writing becomes an essential skill in this digital era because our world has been driven by text and numerical data more than before (Hyland K., 2003). According to Kellogg (2008), the writing skill was to reinforce students' grammatical understanding, improve their vocabulary, and assist the other language skills such as reading, speaking, and

listening. Furthermore, writing skills, especially argumentative writing skills, can predict students' success at higher education levels (Preiss, Castillo, Grigorenko, & Manzi, 2014). Writing is a process that improves students' critical thinking and is a form of efficient learning (İncirci & Parmaksiz, 2016). In other words, writing skill is crucial for students because it was a useful skill for their daily life, their study, and vital for improving their English mastery.

However, writing is the most challenging skill for the students who learn English as a foreign language (Motalebzadeh, Ahmadi, & Hosseinnia, 2018; Anh, 2019; Pour-Mohammadi, Abidin, & Fong, 2012). Writing is a complex process, and the students have to make more effort than writing in their first language (Fareed, Ashraf, & Bilal, 2016). Common problems that the students face in writing include difficulty getting an idea, diction, spelling, cohesion, coherence, and grammar (Tuan, 2010; Ariyanti & Fitriana, 2017; Rao, 2019). Thus, the writing complexity makes the students get bored quickly, and this condition is getting worse when the teachers apply a monotonous teaching strategy (Kartawijaya, 2018). So that, writing is becoming an important aspect that needs to be learned by students. There are some ways to teach writing skills, especially for the students, one of them is using animated videos.

Other previous studies were concerned with identifying the students perception of animated videos as a teaching media in building students' English vocabulary. For example, Dewi (2012) conducted a study using animation to teach vocabulary for sixth-grade students in Polanharjo. The result showed that the implementation of animation could improve students' English vocabulary mastery. Ulfa, Salim, & Permana (2017) studied the implementation of cartoon movies is

effective in teaching vocabulary for fifth-grade students. Silfia, Rusli, & Nasrullah (2018) also conducted a similar study and found that the implementation of animated video for teaching vocabulary can improve the fourth-grade students' vocabulary mastery at SD N 2 Baruga. Besides, Mthethwa (2018) conducted a study at Midwestern American University, also found that animation helps university students who learn English as a foreign language in mastering English vocabulary.

From the previous studies above, it can be seen that animated films are very beneficial to teach English to students. Those previous studies showed that animated videos positively impact the students in learning English, especially in mastering vocabulary. Therefore, the previous studies inspired the current researcher to investigate the students' perception of implementing animated films as a media to teach writing skills. Additionally, there are no researchers who emphasize students' perception in implementing animated film to teach writing. Here the perception means the information process based on the experience or the students' ability to think and understand something (Nguyen, 2020). In other words, the student's perception of implementing animated films as a media will be based on their experiences when they are implementing the animated films.

Based on the several journals, there were so many researchers who conducted the study of using animated videos or films to teach English vocabulary for the students. Yet, there is no researcher studied the use of animated films that focuses on writing skills. So that, the researcher decided to do the research about the students' perception in implementing animated films as a media to teach writing a narrative text on the 10th-grade students at SMA N 1 Kerambitan. The

researcher chooses SMA N 1 Kerambitan because it is accessible. It means that the setting of the study is easily accessible to the researcher.

Based on the preliminary study at SMA N 1 Kerambitan, it was found that the students in that school have the same problems as the problems mentioned above. During the teaching and learning process, the English teachers only used texts in the book as learning media. The teachers directly taught about the generic structure in narrative text. The media provided by the teachers did not attract the students' attention and did not help the students to produce their writings. The interview with the English teachers about the students' problems also confirms that there are several problems students face in writing class. First, the students cannot develop ideas due to a lack of vocabulary. Second, they make many grammatical mistakes and have many spelling problems. Third, the English teachers also admitted that the students sometimes feel bored when they have a writing class.

Considering the importance of writing skills and the common problems that the students face in writing class, this study implemented animated films to teach writing skills. There are some reasons why the researcher chooses animated films as media for teaching writing skills. First, cartoon movies or videos similar to animated films can make the teaching and learning process more interesting (Pitriana & Syahrudin, 2013; Fleck, Beckman, Sternsa, & Hussey, 2014). The use of video will attract students' attention to focus on the learning materials and avoid boredom (Abuzahra, Farrah, & Zalloum, 2016).

Second, in this study, animated films were be used as media for teaching writing a narrative text. Therefore, the animated films can be examples for the

students in writing a narrative text since the animated films are provided with English subtitles. In other words, animated films were built students' prior knowledge and vocabulary. Students were producing better writing by having enough prior knowledge from good examples (Al-Issa & Dahan, 2008). Furthermore, the video's subtitles can help students build their vocabulary and understand the grammatical structure of a narrative text (Talaván, 2007). In other words, theoretically, animated films have indications to help students in writing class.

Students' perceptions have a vital role in determining the success of the teaching-learning process. The study conducted by Charles & Issifu (2015) found that students' perceptions of ICT influenced the success of studying using ICT. A similar study was also done by Manu, Ying, Oduro, & Boateng (2021), who found that students' perceptions of the use of social media for the teaching and learning process also influence the success of the instructional process. In addition, Muthuprasad, Aiswarya, Aditya, & Jha (2021) also confirmed that students' perceptions of e-learning also affected the success of e-learning implementation. Therefore, considering the importance of students' perceptions, this study aimed to find out the student's perceptions of using animated film as a media to teach writing a narrative text.

1.2 Identification of the Problem

Writing skill is essential for the students who learn English as a foreign language, but since writing is a complex process, many of them found difficulties in writing skill. Students are usually unable to rewrite a series of events in writing

narrative texts due to the lack of students' vocabulary understanding. They cannot recall the structure of events that exist in the story. Some students in writing narrative texts feel bored because they are not interested only in reading narrative texts in books, and it can lead students to feel bored. Theoretically, the animated film has indications to help students in writing class.

1.3 Scope of the Study

The focus of the study is the implementation of animated films to teach writing. The subjects of this study were the tenth-grade students at SMA Negeri 1 Kerambitan. The object of the study was the students' perceptions toward the implementation of animated film as a media to teach writing a narrative text. The data were collected by giving distributing a questionnaire to the students.

1.4 Research Question

Based on the background of the study, the research questions of this study can be formulated as follows:

- a. What is the students' perception of implementing animated films as media to teach writing narrative text at SMA Negeri 1 Kerambitan?

1.5 Research Objectives

This study aims at:

- a. Identifying students' perception toward the implementation of animated films as media to teach writing narrative text at SMA Negeri 1 Kerambitan.

1.6 Research Significances

1.6.1 Theoretical Significance

The result of this research is expected to increase knowledge about the media in teaching English especially related to the students' perception of animated film as a media to teach writing narrative text.

1.6.2 Practical Significance

This study is expected to give benefits to the students, the teachers, and other researchers.

a. For the teacher

This study is expected that the teacher knows the importance of animated film as a media to teach writing narrative text.

b. For the students

The students are expected to remember and understand how to use animated film as a media to learn about writing narrative text.

c. For the further researchers

This study is expected to give information for the other researcher who wants to investigate the same field of study

