CHAPTER I

INTRODUCTION

This chapter contains of background of the study, research question, definition of the key terms, objective of the study, significances of the study, organization of the study and organization of the thesis.

A. Background of the Study

As social creatures, human communicate using language to express their feeling and thought to each other. Widi (2010: 11) states that language is a medium for human to communicate with others. Human need a language which can be used and understood internationally. This international language will make human able to communicate with others whenever they are. Then, English is chosen as international language.

According to Rachmah (2011: 2), the presence of English as a universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying. Education has increased the role of English. People who go to another country to study can only have English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country. This gain reinforces the fact that English language is very important.

In Indonesia, English subjects are directed to develop reading skill, writing skill, listening skill and speaking skill so that graduates are able to

communicate and speak in English at a certain level of literacy. Writing is the one of the four language skills beside speaking, listening and reading which are given emphasis in second langauge learning and it is put in the curiculum. In writing, people can express their ideas or convey feeling or piece of information fluently and accurately. Writing is an effective action for the students to improve their skills. By writing, they also convey a piece of information effectively. In Indonesia those four skills are taught integratedly. On the school based curriculum KTSP, writing is one of the important skills in English. It is based on the standard and basic competence in teaching and learning proces.

According to the syllabus, English Compulsary Syllabus 2016 explains that referring to the Core Competency formula for SMA/MA, learning is designed to provide experience in using English texts to understand and apply factual, conceptual and procedural knowledge related to visible phenomena and events, through speaking, listening, reading, and writing activities in the real of the concrete and abstract. The use of text also aims to foster an attitude of respect and living up to religious and social values, including honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within the range of intercourse and its existence. for all students when teaching English, the students will be happy and give their attention to the teaching learning process. It is common sense that if a learning activity is enjoyable, it will be memorablee.

To reach those aims, many English teachers always try to find the best way in teaching English. They try to create an interesting teaching learning process. They try to make the teaching learning process enjoyable. If the teacher can make an enjoyable learning e and students will have a sense of achievement which will develop motivation for further learning.

To make an enjoyable learning, teachers have to choose the appropriate and interesting media for teaching learning process. In this thesis proposal, the write will focus on using fairy tales video to improve students' writing skills of narrative texts. Narrative is one of important genres, which has been known by SMA/ MA students especially on the eleventh grade, but according to the writer's experience when doing practice to teaching in SMA Islam Ta'allamul Huda Bumiayu where this school is located in Kalierang, Bumiayu, Brebes, Central Java. The writer found that many of eleventh-grade students have not understood its generic structure and its linguistic features. Fairy tales belong to narrative. They are usually quite long. However, they give us broader view about its linguistic features since there are various verbs and expressions used in fairy tales. The students also have been familiar with the plot of the stories which can be good and easy models of narrative generic structure. Furthermore, the students learn many things such as direct and indirect speech, punctuation and capitalization, and so on from the written texts given. They will be useful for the students as the models inconstructing narrative written texts. Practicality, it is not easy for them to write a narrative text in English, not as easy as to write it in their native language. Writing is

more complex and difficult to learn for them. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language.

Therefore, they sometimes do not know what they want to write to express their thought and ideas. These things can make them frustrated and lose their motivation to learn English. By using fairy tales video as learning media, teachers may allow students to practice writing a narrative text based on the story in the video. The story, moving pictures, song and music in English Fairy tales video make teaching learning process more communicative and interesting. Before the students try to write a narrative text based on the English Fairy tales, they can listen to the song and enjoy the moving pictures in the video clip. The teacher will be able to demonstrate to the students how to construct a written narrative text clearly and allow the students developing the feeling of excitement and enjoyment towards teaching learning process.

Based on the explanation above, the writer decided to construct the research under the title "The Effectiveness of English Fairy Tales Video in Improving Students' Writing Skill of Narrative Text at Eleventh Grade of SMA Islam Ta'allamul Huda Bumiayu in the Academic Year of 2020/2021".

B. Research Question

Based on the background of the study, the writer would like to find the answer by the following question: "How is the effectiveness of English fairy tales video in improving students' writing skill of narrative text at

elevent grade of SMA Islam Ta'allamul Huda Bumiayu 2020/2021 academic year?"

C. Definition of the Key Terms

In order to have a good concept of the terms used in this research, the writer provides some key-terms as follow:

1. Fairy Tales

Fairy tales are included in magic and wonder tales type of folktales. Fairy tales are well-known story from folklore for children that often involve fairy or other magical character (Riyatun, 2006: 27).

According to Wahid (2012: 62), fairy tales film will help the students to improve their understanding about narrative text and it also help the students to improve their skill in narrative writing.

2. Writing Skill

Writing is a process of discovering and organizing your ideas, putting them on a paper, reshaping and then revising (Palmer, 1994: 5).

Graham and Perin (2007: 3) state that writing well is not just an option for young people, along with reading comprehension, writing skill is a predictor and indicator of a person's academic success and a basic requirement for a person's participation in global economy.

3. Narrative Text

Narrative text is one of genre which is taught at the eleventh-grade students. According to Djuharie (2007: 41), narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers.

D. Objective of the Study

The objectives of the study is to find out the effectiveness of English fairy tales video in improving students' writing skill of narrative text at elevent grade of SMA Islam Ta'allamul Huda Bumiayu 2020/2021 academic year.

E. Significances of the Study

The writer expects that the result of this study can be beneficial who conducts a research in using literaly works in teaching English.

1. Theoretically

The result of this study is expected to give information to the further researcher who establishes this kind of research.

2. Practically

The research can give the benefit practically for the writer and the readers.

a. Writer

The writer gets experience with knowing about teaching strategy in teaching English, especially by using English fairy tales video in teaching writing.

b. Readers

The readers can enlarge their knowledge about teaching strategy in teaching English especially by using English fairy tales video.

3. Pedagogically

The research can give the advantages for the teachers and the students.

a. Teacher

The teachers can use this media in their classroom to make teaching-learning activity more interesting for students because of the music and the moving pictures of English fairy tales video.

b. Students

The use of English fairy tales video as media can motivate students to improve their interest and excitement feeling in writing since they will find out that writing English text especially narrative texts are not always complicated, boring, and uninteresting matters only. The media can reduce the students' problem in writing a narrative text in English and motivate the students to be more active in learning English. As a result, the students' ability in writing narrative texts in English will improve and they are able to share and communicate their thought and opinion in written text.

F. Organization of the Thesis

Especially in order to give guidance for the writer and the readers in understanding the paper, the writer organized the organization of the thesis proposal into five chapters comprising introduction, review of related literature, method investigation, bibliography, and appendices. Chapter I the writer presents introduction, which consists of background of the study,

research question, definition of the key terms, objective of the study, significances of the study and organization of the thesis. Chapter II presents review of related literature which consists of theoretical study, previous studies, theoretical framework, and hypothesis. Chapter III presents method of investigation which consists of four subchapters. Those are research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV is findings and interpretation. Chapter V is conclusion and suggestions.