CHAPTER I
INTRODUCTION

A. The Background of the Study

English, as an international language, is essential in keeping pace with the developments in our globalized world. To effectively learn English, students must master the four key language skills: listening, speaking, reading, and writing. Among these, writing is particularly crucial and has always been an integral part of the English syllabus.

Harmer states as follows Harmer (2007) stated as follows "...we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves."[1]

Among the four language skills, writing is the most challenging and difficult to master. It requires active and productive effort, making it tough for students to generate ideas, draw from their experiences and knowledge, and effectively express themselves in written form

Richards and Renandya state that writing is the most difficult skill for second language learners. The challenge is not only in generating and organizing ideas but also in translating these ideas into coherent text. Writing involves highly complex skills, requiring second language writers to focus on planning and organizing as well as on spelling, word choice, and punctuation.[2]

Based on observations conducted with students at SMA Negeri 1 Panai Hulu, the researcher found that students face significant challenges in writing, particularly in crafting narrative paragraphs. They struggle to express their ideas and emotions

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[1] Harmer, Jeremy. *The Practice of English Language Teaching*. (Harlow: Longman, 2007) P.265

[2] Richards, Jack Croft, Jack C. Richards, and Willy A. Renandya, eds. *Methodology in language teaching: An anthology of current practice*. Cambridge university press, 2002. P.303

clearly and have difficulty organizing their thoughts into coherent compositions. Many students remain confused about how to generate ideas for their paragraphs and lack knowledge of proper punctuation, spelling, and grammar. These issues are evident from the mistakes found in their assignments.

The English teacher noted that students find it hard to write effectively because they do not fully understand the elements of a narrative, such as characters, setting, plot, conflict, and resolution. This fundamental gap contributes to their confusion and inability to produce clear and engaging narratives.

Moreover, the reliance on conventional teaching methods, which emphasize memorization, has resulted in a lack of student engagement and interest. Many students become bored and disinterested, leading to poor performance and stagnation in their writing development.

Recognizing that writing paragraphs is not easy, teachers should explore innovative methods to make the process more interesting, enjoyable, and fun. By employing diverse methods, approaches, techniques, and strategies, teachers can better support students in developing their writing skills. The researcher believe that while writing is inherently challenging, students' writing abilities can be significantly improved through more engaging and creative teaching practices. To make writing more engaging, incorporating interactive activities and using media tools could help students develop these essential writing skills effectively.

Therefore, media are needed for generating ideas. Various media such as images, music, animation, and others can facilitate the expression of ideas, especially when writing in a foreign language. Teachers need to employ appropriate techniques and media to aid students in expressing their ideas effectively, avoiding monotony from depend on textbooks and confusing explanations. According to Kreidler stated that visual aids can be useful for language teachers by providing support in their teaching.[3]

In the teaching and learning process, the problem of teaching is not only the teaching material, but also the technique of teaching. The teaching process will not

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[3] M. Syaeful Rizki U ∗ Dwi Rukmini, Djoko Sutopo, *The Use picture Games to Improve Student's Motivation In Learning Vocabulary*, English Education Journal, 2013 ISSN 2087-0108 p.5

give a good result if the way of teaching is not suitable to the students' needs. Therefore, teaching technique will make teaching learning process run well.[4]

The author chooses to use the media of watching short animations that are in accordance with the narrative text material. This media is quite easy because it does not only focus on audio or visual. Instead, it uses interesting audio and visuals so that students don't feel monotonous and bored in learning.

Watching films offers various advantages that make it an extremely effective learning tool. Through films, students can enhance their writing skills and enrich their vocabulary by being exposed to language in real-life contexts. Films also provide insights into the cultures and social, helping students develop a broader cultural understanding. Additionally, watching films can increase students' motivation and interest in learning, as it is an enjoyable and engaging activity.

Analyzing plots, characters, and themes in films can develop students' critical thinking and analytical skills. Discussions and presentations about films help improve their speaking and communication abilities. Films often contain moral and ethical messages, which can serve as a deep discussion point about life values. Moreover, watching films can reduce stress in learning, as it is a more relaxed and enjoyable method compared to formal education. By utilizing films as a learning tool, teachers can create a more dynamic, interactive, and effective learning experience for students.

Therefore, the author suggests the use of film as a way to develop creative works, strengthened by a statement from Rosdiana that the use of media can facilitate students in expressing their imagination in written form.[5] And also statements from Muhammad Dodi and Mutmainnah Yulia by watching English

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[4] Daulay, Sholihatul Hamidah. "*Students' Reading Comperhension Achievement In Narrative Text Through Team Practice Technique.*" - International Journal on Language, Research and Education Studies 3.3 (2020): p.495.

[5] Rosdiana, Dina. *Pengaruh Penggunaan Metode Estafet Writing (Menulis Berantai) Terhadap Kemampuan Menulis Cerita Fantasi Siswa Kelas VII C SMPN 2 Dongga Tahun 2018/2019.* Diss. Universitas Muhammadiyah Mataram, 2019. P.4

films as one of the learning media in language lessons to help improve students' understanding of the language.[6]

Choosing the suitable media and application will assist the teacher and learner in transferring and delivering of teaching material to the students. Choosing of proper media became strategy to ensure whether it is effective communication or not.[7]

The researcher observed that students in senior high school struggle with writing narrative paragraphs due to a lack of understanding of the steps involved in composing a story. By using film-watching strategies, the researcher anticipates that students will significantly improve their ability to craft narratives based on their life experiences. This approach not only aims to make learning more engaging but also helps students visualize and internalize the elements of a good story, ultimately enhancing their writing skills.

Based on the issues above researcher intend to conduct research on "The Effect of Using Watching Film on the Students' Writing Ability at the Tenth Grade of SMA Negeri 1 Panai Hulu"

B. The Problem of the Study

Based on the research background, the identified problems are as follows:

1. Students have difficulty in writing, especially in writing narrative paragraphs
2. The students still found difficulties to expend their ideas in writing english
3. The teacher does not have a variety of methods that only focus on theory in books

C. The Limitation of the Study

Based on the above background, this research is only limited to students' problems in writing narrative texts. The study will focus on the use of audio and visual media, particularly through the method of watching short animated films, among students at SMAN 1 Panai Hulu.

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[6] Dodi, M., and Mutmainnah Yulia. "*Penggunaan film berbahasa Inggris dengan english subtitle dalam meningkatkan keterampilan listening*." Journal of University Research Coloiqium 2.2 (2015): p. 141

[7] Daulay, Sholihatul Hamidah, et al. "Does Pictionary Game Effective for Students' Speaking Skill?." *Journal of English Language Teaching and Linguistics* 6.1 (2021): 13-25. P.15

D. The Formulation of the Study

In connection with the study's background, the research addresses the following problem: Does the film-watching method have a significant impact on students' ability to write narrative texts?

E. The Objective of the Study

Based on the problem mentioned above, the study aims to determine whether implementing the film-watching method significantly influences students' proficiency in writing narrative texts.

F. The Significant of the Study

From From the findings of this study, it is expected to provide several advantages:

1. For teachers

This study is expected to help them find solutions for interesting learning media. It is hoped that this study will help them understand the importance of writing ability for more information. In addition, the application of watching film can increase students' motivation and they also become more active in paying attention to lessons.

2. For students

The results of this study are expected to inspire students, showing them that they can enhance their writing skills independently by watching films, anytime and anywhere.

3. For other researchers

The findings of this study can serve as a reference for conducting further research in this field. This research can offer additional insights and experiences regarding the impact of watching films on enhancing students' writing skills.