

CHAPTER 1

INTRODUCTION

This chapter describes background of the study, limitation of the study, statement of the problem, the objectives of the study, the significance of the study, and the definition of the key terms.

A. Background of the Study

İncirci & Şükrü Parmaksiz (2016) stated that writing as part of language skills must be taught optimally by teachers to students. There are many aspects that must be studied and practiced regularly because in writing students not only have to keep their writing goals but they also think about how to organize their ideas. Moreover, writing is very important as one of the communication skills that can help to express the ideas, feelings, and opinions so that it can interact well with the society. Writing, in particular, encourages critical thinking and improves student learning effectiveness (İncirci & Şükrü Parmaksiz, 2016). Writing is considered the most difficult skill to master due to its complexity. This is usually caused by a writing process that takes a long time to think and present an idea.

According to Hertiki (2018), in a few schools in Indonesia, students are still anxious about learning English. It can additionally be problematic to motivate learners. This fear makes students feel that learning English is difficult and unpleasant so that there are still many students who are not at the peak of their competence in using English

properly and correctly, particularly in writing skill. Despite the fact, some students always revel in writing in English, others may be less interested. This reluctance can stem from anxieties they have about handwriting, spelling, or their ability to construct sentences and paragraphs. If this insecurity is strengthened because they cannot complete the writing task well, then the students' attitude towards writing tends to be more negative. For this reason, the teacher must make learning activities fun so that students can enjoy learning English. One way to develop fun learning activities is using supporting media. One of supporting media in enhancing students' competence in writing is through literary works and one of it is narrative texts which are familiarly used in the curriculum and english coursebook.

Narrative text is one type of fiction writing that describes stories such as fairies, fables, legends, mystical, and others. Anderson (1997) stated that a narrative text is part of a story that tells a story while entertaining and informing readers and listeners. In writing narrative text, students are expected to be able to write a simple narrative text properly. In its formula, narrative text refers to telling a story textually, thus, grammatically, it must be written in past tense form. For students, this sort of tense becomes one of issue they must improve. Students should be able to make sentences in the past tense and develop the main ideas into short narrative texts. It is easier for them to get the ideas, use the appropriate vocabulary, and expand the ideas to become a chronological story (Martono et al., 2001)

One of the companion media for learning is to use movies. Nowadays, there are many people who use movies in learning activities. Aditya (2022) stated that to stimulate positive responses from students during writing activities, animated movies are a medium properly used in the teaching and learning process to encourage positive reactions from students. The goal of a movie as an entertainment media is to entertain the viewer. Alternatively, the goal of movies as art is to convey a specific message to the viewer (Martono et al., 2001). In this modern era, many media are used to make the classroom teaching and learning process more interesting. Animation movies can be used to improve students' writing skills. There is an animation movies called silent animation movies.

Using silent animation movies is a fairly new thing to use for writing learning media. Silent animation movies are now becoming popular for learning because they can make students more independent in learning, this happens because silent short films can transmit meaning through visuals. Using silent animated movies in learning can also help students develop their thinking skills because students are also necessary to combine their narratives by looking at the movements of the characters in the movie. Silent movies are extensively accepted as a resource for discipline-based ESL classrooms. Perhaps the most overlooked movie resource to facilitate the development of critical thinking and writing skills for ESL students, including the creative dissemination of short silent movies. (Kasper & Singer, 2001)

The results of many current studies revealed that animation movies can improve students' writing narrative text. A study by Anjani (2020) showed that the implementation of silent animation movies "Larva" effectively improved the writing narrative skills of the tenth grade of MA Daarul Hikmah. The students' responses were positive and greeted with the new teaching media for supporting the writing class, mainly in learning to write narrative text. The students felt enjoyed the English learning because they felt interested in the new innovation that was made in the writing class. When the researcher did the research for the first time, the skill of the students in writing the narrative text was poor. It can be seen in the result of the pre-cycle test. The mean of pre-cycle test there were only 5 or 23.80 % of students who passed the KKM, which was 74 and the mean score of the pre-test was 65.90. Then, in post-test 1, there were 9 or 42.85% of students who passed the KKM and the mean score of post-test 1 was 72.09. Next, in the post-test 2, there were 16 or 76.19% of students who passed the KKM in which the mean score of the post-test 2 was 76.28.

In addition, there are many advantages of using silent animation movies in narrative text. From the expert point of view above, this means that you can improve your narrative writing skills by using silent animation movies. Thus, researchers are showing research aimed at finding student awareness of the use of silent animation movies to improve the writing of narrative texts.

From the conclusion of the research above, the researcher need to know how the perception of EFL students towards the use of silent animated films in the writing of narrative texts. The purpose of this research is to explore EFL students' perceptions of silent animation movies on writing narrative text.

B. Scope and Limitation of the Study

The scope of this research is any discussion about learning writing narrative text. The limitation is on the students' perceptions of using silent animation movies on writing narrative text.

C. Statement of the Problem

Based on the background above, this study is arranged to answer this question: What are the students' perceptions of silent animation movie as media to learning writing narrative text?

D. The Objective of the Study

Based on the statement of the problem above, there is a main objective of this research: To explore EFL students' perceptions of silent animation movie as media to learning writing narrative text.

E. The Significance of the Study

After describing the problems listed in the research background, it is expectantly hoped that there are some significances provided by this research which are useful for some sides:

1. For English Teachers

This research can help English teachers to be able to try using learning media that is fun for students. By seeing the students' perception, English teachers can find out what students' needs are and develop teaching methods that suit students' needs. The English teacher can modify the process teaching-learning activity so that students are not bored while studying.

2. For Students

This research can help the students in order to gain more knowledge based about English using silent animation movie. This research also can make the students know that they can modify their learning methods so that learning becomes fun.

3. For Further Researches

This research can be a useful reference for the future researchers who are interested about the use of silent animation movie in learning activity. They can develop the idea about the use of silent animation movie in learning activity by using this research as a reference.

F. The Definition of the Key Terms

The definitions of key term developed in this research function as a guide for the readers and make the readers understand the context of the key terms in this research. They are:

1. Perception

Perception is a process of receiving and changing information obtained by using the senses that form a subjective image of an object acting on the analyzer.

2. **Silent Animation Movies**

Silent animation movies are animated movies that do not use verbal communication, but through non-verbal communication which usually can be through body movements and facial expressions.

3. **Writing**

Writing is a skill of communicating and designing words that are presented in written form, and usually the communication information can be received through the sense of sight.

4. **Narrative Text**

Narrative text is written literature that tells a story and the story must have characters, conflicts, ect.