

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language is very important in our life. It is a tool that is used to communicate, to transmit information and to share idea. It has used to express our feeling and thought through spoken and written language. Brown states, “Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another”.<sup>1</sup>

English is one of language that has been a compulsory subject for junior high school until university in Indonesia. English has four related skills they are listening, speaking, reading, and writing. Harmer says that writing has always formed as part of the syllabus in the teaching of English.<sup>2</sup>

Writing is a skill of English language which requires students to represent and develop their own idea, and it is important to be taught because it can reinforce students’ grammar and vocabulary they have

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<sup>1</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, 4<sup>th</sup>, (San Fransisco State University: Heinle, 2000), 5.

<sup>2</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), 31.

learnt and they can express what in their mind through writing systematically. Weigle states on her book that:

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign-language education. As advances in transportation and technology allow people from nations and cultures throughout the world to interact with each other, communication across languages becomes ever more essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business and personal reasons.<sup>3</sup>

In writing, there is named Genre or text types. Some of the text types are narrative text, recount text, procedure text, discussion text, descriptive text, etc.

Here, writer will focus on descriptive text. Descriptive text is a text which says what a person or a thing is like. In teaching descriptive text, students are asked to write a description about person, animal, things, or place based on their own perception. In this research, the description will only focus on person description.

The reason why the writer chooses descriptive text and only focuses on person description is because describing person activity must be often done by all people, for example when asked “what is

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<sup>3</sup> Sara C. Weigle, *Assessing Writing* (United Kingdom: Cambridge University Press, 2002), 1.

your father like?” or “what does he look like?” or maybe when we lost someone, we will be asked to describe the missing one.

Asking students to write as evaluation is very important to do by a teacher to know students’ skill on writing. Sara cited Hughes, “the best way to test people’s writing ability is to get them to write”.<sup>4</sup>

However, most of students regard writing as boring and difficult activity. Writing is viewed as the most difficult language skill because it involves not only vocabulary and grammar mastery but also skill on expressing feeling and thought or idea.

Based on writer’s observation during teaching practice in PPLK program, writer found some of students’ problem in writing descriptive text such as lack of vocabulary, error on grammar, and the last one is not all students can get idea easily. If students get difficult in getting idea, it will influence to the duration given and will also influence to the result of the writing. Sometimes, although the students understand the theory of descriptive text such as the definition, the generic structure and the language feature, they are still confused when asked to write an example of descriptive text, what is going to be described. Because writing descriptive text is describing activity, they need

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<sup>4</sup> Sara C. Weigle, *Assessing Writing*, 75.

inspiration from what they see or they know. So, they have to describe about thing, place, or person they know or they see.

To solve the problem, the teacher has to be creative and innovative. Teacher, as a facilitator, must understand about what students need and want. In Brian Tomlinson book *Developing Materials for Language Teaching*, Islam and Mares quote Madsen and Bowen (1978) "... the good teacher is ... constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher's own personality and teaching style."<sup>5</sup> So, one of the alternative is providing interesting media and activity that can stimulate students' idea and make them enjoyed.

Most all of students are interested in learning by using audio-visual media. Sherman says, "Print may still be powerful but many people spend more time with audio visual media"<sup>6</sup>.

Audio visual is combination of audio and visual media that can be manipulated, seen, heard and read. James states, "Audio visual aids

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<sup>5</sup> Brian Tomlinson, *Developing Material for Language Teaching* (London: Continuum, 2003), 87.

<sup>6</sup> Jane Sherman, *Using Authentic Video in The Language Classroom* (United Kingdom: Cambridge University Press, 2003), 2.

(instructional material) are devices which can be used to make the learning experience more concrete, more realistic, and more dynamic”.<sup>7</sup>

Film is one of audio-visual media. Film is an audio-visual that can be used as medium for teaching language. It is a complete media because cater for all sensory learning. Students can listen and also watch the moving picture. So, it will be more interesting for students learning language by using film. There are many kinds of film such as drama, documenter and biographical film.

Biographical film or biopic is a film that dramatizes the life of person or people historically. Biographical film is one of ‘true story’ film which put one individual’s life at the center of the story. It is about relatively ordinary people invite comparison with oneself in all possible ways. Biographical film often show success or failure very clearly and try with hindsight to make connection between circumstance, personality and society.<sup>8</sup> Describing about Figure biography is one of activity that can be used in learning descriptive text. Moreover, many of textbook use famous people as the model in the discussion of descriptive text.

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<sup>7</sup> Kinder S. James, *The Audio Visual Readers*, (San Diego: W.M. Brown Company, 1934), 2.

<sup>8</sup> Sherman, *Using Authentic Video in The Language Classroom*, 3.

So, based on the explanation and the problem above, writer is interested to conduct a research entitled “Developing Students’ Skill in Writing Descriptive Text Using Biographical Film”.

### **B. Identification of The Problem**

From background of the study above, the writer identifies that the problem of the research are caused:

1. Students understand about descriptive text but they got difficulty in writing their own description.
2. The students are confused about what they have to write.
3. The students need interesting teaching method and stimulated medium of teaching.

### **C. Limitation of The Problem**

Based on the background of the study, the study will be limited on the effectiveness of using biographical film in developing students’ skill on writing descriptive text at MA Mursyidatul Jannah class X.

### **D. Statement of The Problem**

The problem of this research is formulated as follow: is biographical film effective to be used in developing students’ skill on writing descriptive text at MA Mursyidatul Jannah class X?

### **E. Objective of The Research**

Based on the statement of the problem, the objective of this study is to find out empirical evidence about the effectiveness of the use biographical film in developing students' skill on writing descriptive text at MA Mursyidatul Jannah class X.

### **F. Benefits of The Research**

The result of this research is expected to give contribution for:

#### 1. The writer

For writer, this research is important to increase the writer's own knowledge and skill in teaching writing, to get some advantages and experiences from doing a specific task, especially the task of investigating the problem in teaching descriptive text using biographical film.

#### 2. The English teacher

The result of this study is expected to give information about how important using interesting media is, such as using biographical film, in teaching writing, especially in teaching descriptive text. The result is also expected can help teacher in teaching descriptive text by using biographical film to stimulate students' idea of what have to be written in describing. It can help teacher create the challenging and

interesting class. Beside it, the teacher also can give more knowledge to the students by introducing the figure itself.

## **G. Previous Research**

In conducting this research, the writer has read the following previous research as follow:

1. “An Analysis of Students’ Difficulties in Writing Descriptive Text (A Case Study at The Second Grade of MTs Al-Khairiyah Kotasari-Cilegon)” By Nofi Linawati/122301364/2016, which states that many students have difficulties in writing descriptive text by several reasons such as verbal sound English that looks very different from their writing, students are lack in vocabulary mastery, and grammar problem. In the research finding, she concluded that the highest difficult for students’ writing in descriptive text is language use, the second difficult is content, the third is vocabulary, the fourth is organization, and the last is mechanic.<sup>9</sup>
2. “The Educational Use of Film and Television Documentary” (A Journal of Curriculum and Teaching) Vol.6, No. 2; 2017 by

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<sup>9</sup> Nofi Linawati, “An Analysis of Students' Difficulties in Writing Descriptive Text: A Case Study at the Second Grade of MTs Al-Khairiyah Kotasari-Cilegon”, (Skripsi, Sarjana Program, IAIN Sultan Maulana Hasanuddin, Banten, 2016), 56. *Unpublished*



William W. Bostock. In his journal, Bostock states that Film or television documentary can serve a unique role in the curriculum and teaching of courses in political science and history where the complexity of the human element such as interaction, motive, identity and ethical position require analysis. Film or television documentary can thus offer a unique place in in the curriculum and teaching of courses in political science and history. The use of a particular film or television documentary can bring extraordinary benefit to curriculum and teaching.<sup>10</sup>

## **H. Organization of Writing**

The organization of writing which is going to describe is as follows:

The first chapter is introduction. It covers background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the research, benefit of the research and previous study.

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<sup>10</sup> William W. Bostock, "The Educational Use of Film and Television Documentary: Sugihara, Conspiracy of Kindness", *Journal of Curriculum and Teaching*, Vol. VI, No. 2, (August 2017), 16. <https://files.eric.ed.gov/fulltext/EJ1157427.pdf>, March 25, 2018.

The second chapter is Theoretical Framework. It covers; 1) Description about writing, includes the definition of writing, the purpose of writing, form of writing, the process of writing, teaching writing and assessing writing. 2) Description about descriptive text, it includes the definition of descriptive text, the generic structure of descriptive text, the language feature of descriptive text, and the steps of describing person and assessing writing descriptive text. 3) Description about Biographical Film, it includes explanation of film, biographical film 'biopic' and logistical problem with feature film.

The third chapter is Methodology of Research. It covers place and time of the research, research design, research variables, population and sample, instruments of collecting data, data analysis, hypothesis, and research procedures.

The fourth chapter is Research Findings and Discussion. It covers data description, analyzing of data, hypothesis testing and discussion.

The fifth chapter is closing. It covers conclusion and suggestion.