CHAPTER 1

INTRODUCTION

This chapter discusses the research's background, questions, purposes, and limitations.

1.1 Background of The Research

Language generally has an important role for humans, especially in communicating with each other. Humans have learned to communicate since childhood by using verbal and non-verbal language. Verbal communication is communication that uses sounds and words for information such as speaking and writing. Non-verbal communication is communication that does not use words but uses gestures to convey information, such as facial expressions, eye contact, and gestures.

Humans need to communicate because it will provide information. In addition, in this modern era, humans can communicate easily without the limitations of space and time, for example, by using social media such as WhatsApp, Instagram, or Email. In this case, the role of international languages is very important because each country has its language. That is why international languages such as lingua franca and connecting languages are needed.

English is the second most commonly spoken language in the world. Mastering English will open up many job opportunities for students in the future. In addition, many companies hire someone who knows English. In learning a language, four skills need to be mastered. The four skills are listening skills, reading skills, writing skills, and speaking skills. Among the four skills, listening skills are important skills. In addition, writing is the most used skill in daily activities. If a student has good writing skills, other skills will follow. If students can listen to spoken English sentences, they will also be able to apply listening, reading, and speaking skills.

Writing is the most crucial skill for students to acquire when learning a language. It enables students to think critically and successfully structure their communication (Dhanya, 2019). Writing texts is a difficult process because it requires mastery of grammar, vocabulary, and the general structure of a text.

However, students must learn to write texts because they are written in the curriculum.

English is the most widely spoken language at international events and is used as a medium of information. Since we are in a developing country, we should try to be able to speak English to make connections with other countries in the world so that we can face competition in the global era. able to speak English to establish relationships with other countries worldwide to face competition in the global era.

In Indonesia, English is one of the compulsory subjects. This subject is taught in senior high, junior high, and even elementary school. The skills taught include four skills: listening, speaking, and reading. The researcher focuses more on writing skills because writing is considered the most difficult language skill to learn. Writing requires hard thinking to produce ideas, words, sentences, paragraphs, and compositions and is an important skill for students to master.

In the first year of Senior High School (SMA), the basic competency to be achieved in writing in English is to develop and produce simple written functional texts in the form of recount, news narrative, procedure, and descriptive texts. The students in grade ten of Senior High School should be able to write various types of text genres, especially narrative text. A narrative is a text that tells about a story that has complications or problems and tries to solve those problems. Usually, narrative texts aim to entertain the reader or listener.

According to Nurlaelah & Sakkir, 2020, writing is complicated and sometimes difficult to teach because it requires mastery of grammatical and theoretical tools and conceptual and assessment elements that make writing, especially English, difficult to dominate in Indonesia.

The researcher conducted a preliminary study in July 2024, during the first week of the project. The preliminary study aimed to observe and collect data on the English teaching and learning process at SMKN 4 Bojonegoro, with a particular focus on grade ten. Regarding the teaching and learning process, the researcher found that students' level of excitement in learning English depends on the content being taught. If the material and skills offered are considered easy by individuals, their level of enthusiasm will undoubtedly increase. However,

their mood will change due to their below-average abilities in productive skills such as writing or speaking. Regarding writing skills, the instructor highlighted that students may have commendable writing skills, yet they exhibit a lethargic attitude toward improving their skills. This could be attributed to their lack of motivation to acquire and engage in the learning process and hone their writing skills.

In addition, the researcher also identified certain challenges faced by the students during the process of learning and acquiring writing proficiency. According to the findings from the student interviews, they lacked enthusiasm and desire to learn English, possibly due to the lack of interesting subject matter. One of the problems English teachers face is increasing the attractiveness of English courses to foster students' engagement and motivation in learning the language

Therefore, given the above problems, teachers should apply various teaching techniques to motivate and increase students' interest in writing skills. Especially in the current era of globalization, many media can be applied to facilitate the teaching and learning process. Media is a tool that can be used to convey information to students. Its purpose is to motivate and influence young students psychologically, increase their interest in the subject, and help them learn more (Martages, 2017). Movies are very engaging and inspiring for most students. Moreover, unlike many audio tapes or written texts, movies have a stronger influence in bringing the outside world into the classroom.

According to Pardiyono (2007), narrative text is not the story itself but the telling of the story. Therefore, it is often used in phrases such as written and oral narratives. The narrative text is a type of text that recounts activities or events in the past and shows some problematic experiences and their resolution that aims to entertain and is often intended to provide moral lessons to its readers. To teach narrative text writing, teachers can use various media, one of which is a movie. A movie is a moving picture with a long duration to convey the intent or implied message contained in the film, and can also provide moral messages to the audience.

In addition, movies can also function on several levels, capturing viewers' attention with words and images. English movies are undoubtedly one medium that can be used to learn English. Students can better understand spoken language by watching movies because they can visually see the environment and the actors' expressions. This is an excellent technique to help students improve their listening ability and auditory sensitivity. To overcome the above problems, researchers prefer to use movies categorized as visual media.

Movies as mass communication combine various technologies such as photography and sound recording, fine arts and literary and architectural theater, and musical arts. The audiovisual that we often encounter is video. (Sherman 2003) explains that video introduces learners to real-life language experiences that enrich their learning environment and contextualize their learning process. Based on Sherman's statement, it can be concluded that video is a media for the learning process because it can provide efficient value as an easy-to-apply media and effectively makes students motivated to learn English so that it will be easy to remember learning material, enriches the learning environment and can contextualize during the learning process. Thus, they need video as a medium for learning so that students are excited and have new experiences in learning English in the classroom. In this study, the researcher would like to identify students' perceptions about learning English using movies to map their interest in the media.

Based on the explanation above, the researcher is interested in researching "*The Student Perception of Netflix Movie Towards Their Writing Narrative Text: Challenge and Opportunities"* at one of the high schools in Bojonegoro. The researcher is interested in doing this research because narrative texts and movies are suitable for learning to write, especially narrative texts, to prevent students from feeling bored while learning English.

1.2 Research Questions

1. How do students perceive using movies as a medium to help write narrative texts?

2. What are the difficulties encountered in using movies as media in learning to write a narrative text?

1.3 Objectives of the Research

Related to the research question above, the objectives of this research are:

1. To find out how students respond to using movies as media to help learning to write narrative texts.
2. To find out the difficulty encountered in using movies as media in learning to write narrative text.

1.4 Scope and Limitation

The scope of this research concerns the study and focus on the effectiveness of movies on students learning to write narrative texts in grades 10 at SMKN 4 Bojonegoro. Other factors need to be considered when teaching English, especially narrative texts.

Limitations must be considered when teaching English, especially when writing narrative texts. Based on the problems encountered, the researcher focused on using movies to help students write narrative texts, their responses, and their difficulties in writing narrative texts.

1.5 Significance of the Research

The researcher hopes that this study can contribute by using movies in the learning process of writing narrative text. The significance of this Research is:

1. For Teachers: The researchers sincerely hope that teachers can understand the importance of writing skills in English language learning, realize the use of this movie, help the teaching process through films to write narrative texts and try to apply films when teaching writing in English language learning.
2. For Students: The researcher hopes to help students learn to write narrative text through movie media and increase their learning motivation.
3. For Future Researchers: The researcher hopes that other researchers can research the same topic from different angles and perspectives.

1.6 Definition of Key of Terms

1. Writing

Writing is expressing ideas, opinions, and ideas in sentences. In addition, writing is also making letters with a pen or pencil, conveying thoughts or

views, composing stories, and describing them. Therefore, the writer will also be influenced by his/her mood and background when writing. Thus, it is important to determine the genre, language style, and perspective conveyed through writing. Writing is not just about stringing words together. Writers need to understand the purpose of writing before finally creating a beautiful work of literature. In addition, writing is also a medium of communication between the writer and the reader. Writing is not just about stringing words together. Writers need to understand the purpose of writing before finally creating a beautiful work of literature. In addition, writing is also a medium of communication between writers and their readers. So that the writer determines in advance his purpose of writing, which is to provide broad insight or just entertainment to his readers.

2. **Narrative Text**

A narrative text is a story told in the past tense. It can be an imaginative story or a modified true story organized through a sequence of events that occurred in the past. The purpose of the text is to entertain readers with an interesting story.

3. **Movie**

The movie is a tool to convey various messages to the general public through story media and can also be interpreted as a medium of artistic expression for artists and filmmakers to express their story ideas.

4. **Netflix**

Netflix is a provider of digital streaming service that allows its streamer to watch a wide variety of tv documentaries, shows, anime, movies, etc, without any single commercial.