

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Problem

The ability to use English is one of the important skills that must be possessed by students in the current era of globalisation. English not only serves as a communication tool, but also as a means to access information and knowledge from various sources around the world. English subject has four main skill; they are listening, speaking, reading, and writing. In this section, the researcher focus on Writing. According to Gould (et al., 1989) writing is a creative act because its requires to interpret or make sense of something: a experience, a text, an event.

Writing is one of the basic skill that must master by student. Writing has been taught from junior high school to college level, especialy in English. Writing is one skill that also important after speaking, reading, and listening. Because in writing, they have to deal with many things. According to Bazerman (2004) Writing is the method of generating collective significance through inscribed symbols regulated by social convention. Writing skill are one of the productive and expresive language skill used to communicate inderectly and not in.

A common type of text taught in English language learning is descriptive text. Descriptive text serves to describe an object, place, or character in vivid detail, so that readers can imagine what is described. According to Anderson (et al., 1997), descriptive text is a text which describes

a person, place, or thing. Descriptive texts usually have a defined structure, which includes an introduction, detailed description, and conclusion. In these texts, writers use various language devices, such as adjectives, comparisons, and metaphors, to create vivid images in the reader's mind. Descriptive texts are not only limited to physical descriptions, but can also include emotions, atmosphere, and experiences associated with the objects described. This allows the students to convey deeper nuances and meanings, so that the reader can feel what the writer (students) feels. Thus, descriptive text writing skills are very important for university students, as it can help them in expressing their ideas and feelings more effectively.

In this context, movies as a learning medium offer engaging content that can be used to assess students' descriptive writing skills. Movie not only present an interesting story, but also combine visual and audio elements that can enrich the learning experience. According to Kearney and McGarr (2011), movie can serve as a powerful tool for enhancing students' writing skills by providing them with rich visual contexts and narrative structures.' By watching movie, students can see how characters and settings are illustrated visually, which can provide inspiration and concrete examples for their writing. In addition, movie can also help students understand various writing styles and narrative techniques that can be applied in descriptive texts.

The main character in a story is the individual who takes centre stage and drives the plot. According to Foster (2002), 'the main character is often the one who faces the central conflict of the story and undergoes significant development through the entire narrative'. In the film 'The School for Good

and Evil,' the main characters, Sophie and Agatha, have different traits and backgrounds, which students can explore further in their papers.

Based on the informal interviews conducted by the researcher to some sample representatives in the second semester of English education at Batanghari University, three common problems can be grouped that the students face with in developing their writing skills is the lack of vocabulary. Limited vocabulary can hinder their ability to express ideas and feelings effectively, making their writing less varied and interesting. In addition, a weak understanding of grammar is also a significant problem, where errors in sentence structure can change the meaning that is intended to be conveyed. Students often struggle to choose the right vocabulary in certain contexts, which can cause confusion for the reader. In other case the usually problem faced by students is about how to organization idea into a sentence. For example, the use of inappropriate words can reduce the clarity and strength of the description in the text. In addition, inappropriate use of punctuation can disrupt the flow and comprehension of the writing, making it difficult for the reader to follow the ideas conveyed. Therefore, it is important for students to get enough guidance and practice in these aspects so that they can improve their overall writing skills.

This study aims to analyze students' writing skills in descriptive texts by using the film *The School for Good and Evil* as a learning medium. The results of this study are expected to provide an overview of students' descriptive writing abilities and offer insights for second-semester students of the English Language Education Program at Batanghari University.

## **1.2. Identification of the Problem**

Some identifications that researchers can develop based on the background are;

The first is that an understanding of the main characters in the film is essential to help students better describe the characters' emotions and actions. second, descriptive writing skills are needed to create a clear picture of the setting and atmosphere in the film. Last, a lack of vocabulary can hinder students' ability to express their ideas effectively.

## **1.3. Limitation of the Problem**

The researcher just focused on analysis of students' writing skill descriptive text in the main character of movie "The School for Good and Evil" by Paul Feig at second semester students of batanghari university.

## **1.4. Formulation of the Problem**

Based on the research background above, how was the analysis of students' writing descriptive text in the main character of movie "The School for Good and Evil" by Paul Feig at second semester of batanghari university.

## **1.5. Purpose of the Research**

The purpose of this research aims to analysis students' writing skill in descriptive text particularly about the main characters of movie "The School for Good and Evil" By Paul Feig At second semester students of batanghari university.

## 1.6. Significant of the Problem

### 1. Theoritically

Theoretically this research analysed students' writing skills, it also contributed to efforts to raise the quality of education in the field of language and literature. The results of the study can be used to formulate more effective teaching strategies that are relevant to students' needs.

### 2. Practically

#### a) Lecturers

The results of this study provide new insight for students in developing more engaging and dynamic teaching methods. By incorporating character analysis from the movie into pedagogy, lacturers can design more relevant and student-centered activities and better understand the challenges faced by students in deskriptif writing.

#### b) Student

This study can increase the ability of the students to write deskriptive when explaining something. It is hoped that by analyzing something, they will be able to improve their ability to illustrate character and situations more effectively as well as improve the language they use in their writing.

#### c) For other researcher

This study adds to academic literature about the use of movies in English language instruction, particularly in the context of reading comprehension. The results of this study can be used as a reference for other researchers who are interested in the topic and can free up time for more extensive research

that explores the relationship between visual media and writing style as well as other innovative teaching technologies.

### **1.7. Definition of the Key Terms**

#### **1. Writing**

Writing is the process of using symbols (letters, words, and sentences) to communicate ideas, thoughts, and information in a structured and coherent manner. It involves various sub-skills such as grammar, vocabulary, organization, and creativity. According to Harmer (2004) writing proficiency is frequently required to assess knowledge in most examinations, whether they analyze foreign language competencies or writing skills

#### **2. Descriptive text**

Descriptive text is a type of writing that aims to describe a person, place, object, or event in detail. It uses sensory details (sight, sound, smell, taste, and touch) to create a vivid picture in the reader's mind. Descriptive text is a paragraph that provides a clear and straightforward explanation of an object, place, or similar subject, tailored to the topic being discussed (Stainlus, 2018)

#### **3. Movie**

Movie stands for 'moving picture', Movie is an English word that means film or moving picture. Film is a visual art that uses images and sound to tell a story or teach something. Movie is one of the media that affects peoples' minds now ( Joel spring, 2005:351).

#### 4. Character in movie

Characters in film refer to individuals or entities that play a role in shaping the story. The main character (protagonist) focuses on achieving his or her goal, while the antagonist serves as an obstacle. Each character has motivations that drive their actions and experiences conflict, both internal and external. Throughout the story, characters can experience development (character arc), either positive or negative. Often, characters are used to represent certain symbolism or archetypes, such as heroes or villains, which deepen the themes and messages in the film. Interactions between characters are also important in shaping the dynamics and flow of the story. According to Abrams (in Nurgiyantoro, 1998) A character is the attitude of a figure displayed in a narrative or drama, which readers interpret as having moral qualities and certain tendencies, expressed through speech and actions. Character types such as protagonists, antagonists, and others play crucial roles in narrative development.

