

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

As a student, we use English everyday, but we do not know how we can use it. Maybe we do not speak English with our parent or our friends, but we always reading the books, magazines, paper placard, banners or another kinds of advertsiments, movies and etc everyday. So I think that learning English is very important to know how far increasing our world. The main objective is to English was taught by our teacher in the class, and half of the students do not enthusiasts to learn it. They think that English is not important for them. They consider that English is their second language so they do not pay attention for it. For this case, the teacher must think hard and resolve this problem.

In the process of formal teaching of four basic language skills namely listening, reading, speaking and writing in school, writing tends to be considered as the most important skill to master. Byrne (1983) assumes that writing skill is important and paradoxically to learn, we can only improve our spoken language by writing. To make a good writing is not easy for students. Besides that, writing also can be a tool for students to express their feeling, ideas, or opinion. So, students can make the best writing based on own feelings and ideas.

Writing skill is more complex and difficult to teach, not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing the researcher need visual aid to help solving the problem. Writing is an act how to transfer informations or ideas of different kinds of the context to reader. According to Walters (1983: 17), he also states that writing is one of skills that is the most difficult and last skill to learn for the students. If the students cannot transfer their idea from their brain, we can consider that they cannot make a good writing. So, it is so difficult to learn. It requires concious

mental effort. Unlike speech, writing has to be taught through formal instruction. The organization framework for our ideas in written communication has to be mastered. All these difficulties make learning to write a sophisticated process that combines many interrelated components.

As a means of communication, language consists of form and meaning. Forms of language can be divided into some elements, such as words, phrases, clauses, sentences, paragraphs, and even at a higher level called discourse or text. According to Kreidler (1965: 1) states that one of factors that can be useful to the language teacher is visual aid because it can create situations which are outside the classroom walls, introduce the students to unfamiliar cultural aspects, give reality to what might be misunderstood verbally by the students, change situations quickly and easily in a drill and also provide decoration for the classroom.

Basically, the teacher can use all kinds of visual aids but they must pay attention to how the importance of the visual aid for the teaching learning process is, how the effectiveness of using the visual aids is, and many more questions, related to visual aids. Any kinds of visual aids that teacher uses must make the students feel comfortable in the class with the material so they can easily understand the lesson. Kreidler (1965 : 41) also has another opinion, he said that:

Using any kind of method has goal to give the students the opportunity to express their own idea, using the language pattern that they have learned. And that the students need this kind of opportunity in order to begin to use English in a way to enables them to express their ideas, interest, feeling and needs,clearly, correctly and confidently.

However, many students think that writing is the most difficult skill to master. Writing is perceived as the most difficult to acquire for some reasons. One of the reasons that make writing becomes the most difficult skill to learn is there is no idea to be developed. Additionally, it is a difficult subject because in writing we not only have to share ideas from

our brain but also we have to be clever to choose and combine the vocabulary to create something that is meaningful. It is not easy to translate concepts in our brain to be written text. Most students may have no difficulties in gathering ideas but may experience great difficulty in turning these ideas into a written text.

To make a good writing students need to go through several such as prewriting, planning, writing and revising drafts, and go to the final writing. It takes time to compose a piece of writing. According to Hedge (2000), writing is a gradual activity and the methods how to make a good writing must involve stages like setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Therefore, students require process, practice and some steps to be able to write and become a good writer.

For the reason, variations in teaching writing is needed. The teachers should find a method or effective media to encourage students' interest and to build their self confidence in writing. Lynne (2001) believes that one of the main factors of English that can achieve the goal of teaching learning is students' interest. The researcher has found many thesis that are about visual aid and they use to make English study fun. For example they use English songs, movies, comics and etc. Besides that, the student has habitual in their holiday to watch movie especially animation movie. So, the researcher chose the title "THE EFFECTIVENESS OF USING ANIMATED VIDEO TO INCREASE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT". By using animated video the students will enthusiasm to study English well because they like to watch animation videos.

Therefore, animated video is used as medium to help the teacher to increase students' motivation in learning writing. Brown (1983) says that there are three kinds of media in teaching learning process, they are audio, visual, and audio-visual. Moreover, animation video is one of audio-visual kinds that can be used in teaching writing narrative text.

Animated videos have been popular in teaching learning process. Animated videos allow students a look at situations far beyond their classrooms. Students not only can hear language but also can see the situation that happens in the story, so students try to rewrite the story in the video. Reyes (2011) believes that visual aid like movies or videos are a break the norm and it can give students authentic listening practice. One scene can be used as the basis for skills practice which includes grammar, listening, speaking, writing vocabulary, and pronunciation.

Related to narrative writing, in this case animated video can be narrative story because the video shows sequence of events and conflict. Besides that, animated video can help teachers to increase students' writing skill. The teachers can give new atmospheres in their class so that the students have big enthusiasm in teaching learning process and they can also enjoy writing class.

Based on the explanation above, this research try to investigate is there any significant of the use of animated video in teaching writing narrative text and find out students' responses about the use of animation videos. Further, this research is expected to have some contribution for language teaching especially in teaching writing.

1.2 Statement of the Problem

This research is conducted in order to answer the following questions:

1. Is there any significant difference in the students' ability of writing narrative text between the students who are taught by using animated video and the students who are taught without using animated video?

1.3 Scope and Limitation of the Problem

The researcher focuses on identifying the significant of the use of animated video in teaching writing narrative text and it is limited on seeing wheter animated video is

effective to improve student's ability in writing narrative text. The research is in 2 classes of the eighth grade of SMPN 1 Tarik, Sidoarjo in years 2014/2015.

1.4 Purposes of the Research

The purposes of the research are as follows:

1. To identify is there any significant of the use of animated video in teaching writing narrative text.

1.5 Significance of the Research

The results of this research is expected to contribute and give some informative inputs to the teaching and learning of writing in English subject especially for English teachers and English students. For English teachers, this research can be helpful for them to choose a certain new technique in teaching writing narrative text. Besides that, this research also can be one of references for them to teach narrative texts in enjoyable ways. For the students, it can help them to make a good narrative text since it can lead the students to arrange the sequence of events of the story.

1.6 Definition of Key Terms

To avoid misunderstanding, it is necessary to explain the key terms, which are found on the title of this thesis.

Effectiveness : According to Hornby (1974: 277), effectiveness has a positive effect in anything and it can be able to bring about the result intend.

Animated video : A video made photographing a series of gradually changing drawing, so they look as if they are moving (Hornby, 1995: 2)

Narrative text : A piece of text that contains of a story and in doing so, it has a purpose to entertains or informs the reader or listener (Anderson, 1997 : 8)

Writing narrative : A process of writing which uses narrative text as the material

1.7 Review of Previous Research

In this graduating paper, the researcher takes review of related literature from the other graduating papers. There are three review related literatures that are taken by the researcher in this research. The first research is by Arya Ganda Perkasa based on his thesis entitle “*Teaching Reading Comprehension by Using Flash Media Animation*”, English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya. The result of the research was the students’ progress during teaching and learning activities by using narrative video to improve writing was good. In this research he described the use of flash animation as supplementary material in teaching writing narrative text, the students’ achievement in writing improved. It was supported by the improvement of the result from observation, interview and questionnaire from the students. From the result of the research, it can be concluded that the students’ writing skill can be increased if they are given the opportunity to use flash media animation when they are taught in reading comprehension.

The second literature is a research by Dharma Setiawan in his thesis entitle “*Using Animated Video to Teach Writing Narrative Text (The Case of Eight Grade Students of SMP 1 Dasuk)*” English Education Department, Faculty of Language and Art, Surabaya State University. The result of the research was that the students’ progress during teaching and learning activities by using narrative animated video to improve writing was good. The students’ achievement in writing improved. It was supported by the improvement of the result from the pre-test to the post-test.

Besides that, skripsi composed by Mega Desi Ambarwati, entitle “*The Application of Socio-Drama Method in Teaching Reading*” English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya. It was found that since teaching reading by using Socio-Drama method, it can help students develop their reading skill, the researcher gave them more exercises on reading skill. She had analyzed the application of socio drama method improving students reading ability. From her research can be concluded that socio drama actually can effectively improve students’s reading ability. Another reason why the researcher used this literature is because this thesis used quantitative method. She used experimental design to support her research and it is suitable with the researcher’s research.

The researcher wants to make the same research that is related to the research above. She wants to know the use of animation video makes some significant difference in the students’ writing ability of writing narrative text or not. She used tests to know the result of this research. The differences between each research above and the researcher were in the basic language skill and the method of teaching. In previous research that was composed by Arya, he used flash media animation in teaching reading, but in this research, the researcher used animated video in teaching writing skill. Then, the second previous research, Darma in his skripsi just analyzed the use of the animated video, while for this research, the researcher had analyzed the effectiveness of animated video. The third is skripsi that composed by Mega Desi Ambarwati. She analyzed the application of Socio-Drama in teaching reading. The basic language skill that was used by Mega is reading skill, but in this research, the researcher used writing skill to be analyzed. And method of her research was Socio-Drama, while in this research, the researcher used animated video as method in teaching writing.