

## **CHAPTER 1**

### **INTRODUCTION**

This chapter described the reasons for conducting the research and it dealt with several points: introduction that concerns with background of the problems, identification of the problems, limitation of the problems, research problems, objectives of the research, significance of the research, and definition of terms as elaborated in the following sections.

#### **1.1 Background of the Study**

There are two crucial parts in the teaching and learning process: teaching techniques and learning media (Hedge, 2000). A teaching technique is a generalized plan that includes a structure, instructional objectives, and an outline of planned strategy that used to implement the techniques (Juni & Abdul, 2014). Furthermore, Issac, (2010) states that teaching techniques as the teacher's behavior in the classroom, which included the development of teaching techniques such as providing appropriate stimulus for timely responses, drilling the learned responses, increasing the responses through extra activities, and so on. The sort of learning media that is appropriate are influenced by the teaching technique chosen. Learning media must be customized to the needs of students as well as the topic being taught. Multimedia learning theories are primarily concerned with the cognitive processing that occurred during learning. People learn better from words and pictures than from just words. This was the fundamental idea of multimedia learning (Türkay, 2016). Using written and spoken language, as well as graphics, such as static images and video, allowed the brain to recall more information. Several researchers has recently underlined the relevance of motivation in multimedia learning. Moreno, & Mayer, (2007) argue that emotional and motivational elements influenced cognitive engagement and modulated learning. They create the cognitive affective theory of learning with media to better include the role of motivational and metacognitive factors in multimedia learning, and to extend cognitive theory of multimedia learning (Mayer, & Moreno, 2002).

Teaching using learning media is very necessary in the learning process, besides students easily accept and understand the knowledge and subject matter presented by the teacher, students are also actively involved in the learning process and could overcome student boredom during the learning process (Arsyad, 2014). Learning media is a tool for learning material to be conveyed by teachers and students which aims to achieve an effective and efficient learning process (Yamin, 2008).

In the teaching and learning activities, the teacher often provides a fiction in the form of short stories, novels, or story books. These writings are referred to narrative text material that aim to entertain the reader (Hamzah, 2016). According to Snow, (2007), narrative text has a chronological order, which gives a natural and simple organizing structure, narrative text has a concept that is easy to be developed by the students. As a result, most students are more ready to create content such as writing a story that encourages students to use their imagination in their story and writing personal experiences. Students may simply share their story in the form of narrative text based on their experiences. Narrative is a kind of text which is frequently used in the daily life to tell the past event (Hedge, 1988). In addition, narrative pattern is used to convey someone's experience in his or her life and tell something which was unreal just like a fairy tale or folklore. Learning narrative could be easy because students can tell a story based on their experience or their imagination, but some students still feel difficult in learning narrative text. According to the Cambridge Dictionary, narrative is a story or description of a series of events. These events generally occur in the past. The purpose of this text was to entertain the reader about a story.

The problems found by researcher in class X MIA 2 in SMA Muhammadiyah 10 Surabaya the students understanding in narrative text was low, it was caused by the learning process which was dominated by the teacher. The classroom atmosphere tended to be the teacher-centered so that students become less motivated. Next, learning media in SMA Muhammadiyah 10 Surabaya still used a media that were less attractive. Therefore, it became a problem that couldn't attract the interest of the students, and the students were still difficult in understanding the narrative text material. From the observations, it turned out that

the students faced with the teaching and learning process mainly in narrative text was still monotonous and boring. The obstacles that arise in the classroom include the lack of interest of students, the lack of learning in the classroom, resulting in the low ability of students to understand narrative text.

Learning video that is supposed to support and overcome these problems was Videoscribe. Videoscribe is one of the animated video learning media which consists of a series of images and animation arranged into one complete video. Videoscribe has unique characteristics so that it is able to present learning content that combines images, sounds, graphics, and designs that could attract students' attention. In making this Videoscribe, it could be done offline so that it does not depend on internet services (Kumar, 2019).

In this research, the researcher wanted to make a situation where the students enjoyed the learning process so that they would be interested in learning narrative text. The researcher applied the technique that was effective to increase the students' interest in learning narrative text. The researcher applied the modified Videoscribe in teaching and learning activities to increase students' interest in learning narrative text. The use of Videoscribe was in the form of learning video.

This research focused on the use of Videoscribe to increase students' interest in learning narrative text for 10th grade students of SMA Muhammadiyah 10 Surabaya. The researcher used a case study to know the use of Videoscribe could increase students' interest in learning narrative text for tenth grade students of SMA Muhammadiyah 10 Surabaya. Based on the explanation above, the case study was an approach that could result in the research objective in this research because the case study approach could see the problems and solutions in depth in this research.

## **1.2 Identification of the Problem**

Based on the stated background, several problems could be identified as follows:

1. Student learning outcomes were low and students felt bored in the class.
2. Media in the form of printed books and worksheets might cause students became less attractive.
3. Students were not interested in writing Narrative text

4. A learning video based on Videoscribe for narrative text material has not ever been used.

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

In line with the identification of the problems, the focus of the research was on the increasing students' interest in learning narrative text through the use of Videoscribe. The decision was taken by considering the use of Videoscribe learning video as one of learning video that was useful to increase students' interest in learning narrative text. The researcher assumed that there should be some suitable media in teaching narrative text which could increase the students' interest in learning narrative text.

### **1.4 Research Problem**

Based on the identification of the problems that have been stated, the formulation of the problem in this research was as follows:

1. Does the Videoscribe increase the interest of the 10<sup>th</sup> grade students of SMA Muhammadiyah 10 Surabaya in learning narrative text?
2. How is the use of Videoscribe to increase students' interest in teaching and learning process?

### **1.5 Research Objectives**

Based on the formulation of the problem that had been stated above, the research objectives to be achieved were:

1. To observe the increase of students' interest in learning Narrative text using Videoscribe the 10<sup>th</sup> grade students of SMA Muhammadiyah 10 Surabaya.
2. To know the use of Videoscribe to increase students' interest in teaching and learning process.

### **1.6 Significances of the Research**

The results of this study were expected to be beneficial in the following section.

1. For students, it was expected to be able to foster enthusiasm and interest in learning narrative text, and able to participate actively, so that it could improve student activity and learning outcomes.

2. For teachers, it was hoped that it could be included as one the reference that could be applied to help in increasing students' interest in learning narrative text.
3. For other researchers, it could be used as consideration or reference in conducting other similar studies.

### **1.7 Definition of Key Terms**

To clarify and explain the terms of the title to avoid the ambiguity in this study. The following was the definition:

1. The Use of Videoscribe

The implementation of modified Videoscribe in teaching and learning activities. was a whiteboard animation video. In this Videoscribe, the animation story and explanation of narrative text material was presented to use in the teaching and learning activities.

2. Increase

The definition of the word increase meant that the process to make something/someone became greater and better in a quality.

3. Students' Interest

Students' interest referred to a students' aptitude toward a certain subject in which they might readily connect without difficulty.

4. Narrative Text

Narrative text was a kind of text to retell the story that occurred in the past. The purpose of this text was to entertain the reader.

From those explanations above, the researcher concluded that the use of Videoscribe to increase students' interest in learning narrative text was the process to help the students' interest in learning narrative text in learning English using Videoscribe.