

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, research questions, purpose of the study, significance of the study, hypothesis of the study, scope and limitations of the study, and definitions of key terms.

A. Background of the Study

English is the primary language of communication that links all people in the modern world, where it is widely used in daily life. Since many English-related concepts are important to a person's skill, it is imperative that they study the language from a young age. English has many skills, including speaking, reading, writing, and listening. Learning to write properly in English is an important skill.

One of the most important language skills that students need to develop in school is writing. Writing is an expressive activity, meaning that the learner can express their ideas and knowledge by putting them into written form. Perhaps the learner can express their idea effectively, convey their thoughts into a good sentence, and put them in writing form (Purnamasari et al., 2021). Writing is an important English language skill for students to learn since it can enhance their cognitive skills and aid in the development of other language skills. In line with that, writing is crucial for promoting language learning. In such a case, Harmer (Harmer, 2001) says, "Writing, whether as part of a long-term process or as part of a short-term game like an oral activity, can inspire students, not only in writing but also in research, discussion, peer evaluation, and a sense of shared achievements."

There are several aspects that the writer must consider in expressing their

ideas. These aspects include the relationship between topic, ideas, and context, correct grammar, good spelling, mechanics, and vocabulary (Husna, 2017). So in order to write well and correctly, students need to master these aspects. Writing is not accessible because the writer needs to take note of accurate vocabulary, consistency among sentences, paragraph uniformity, punctuation, and grammar (Seminar & Daring, 2022).

Recount text is one of the texts that 8th graders must master. Recount texts are a particular kind of learning text that recounts an incident that happened or something that was done to someone in the past. One kind of English text that can be learned is a recount text. (Amalia et al., 2021).

Based on observations made by the author, the fact is that students at MTsN 5 Kediri experience some difficulties in writing recount texts. Writing can be difficult for students sometimes, especially if they are writing in a foreign language. Because it is not commonly understood, English is a foreign language that is challenging to learn in Indonesia. Many students have difficulty producing accurate and meaningful writing. As a result, the results of teaching writing in schools are still not optimal. Apart from the fact that English is a foreign language and difficult for students to learn, there are other factors that make it difficult for students to write. Students face a lack of inspiration or motivation in writing. To achieve the best results, a teacher must be creative and innovative when teaching writing in order to help students overcome the various writing-related difficulties that they face. The rationale for computer-based multimedia instruction is that people learn better from words and pictures than from words alone, which can be called the multimedia principle (Butcher, 2014; Mayer, 2009). Based on Mayer's statement, it can be concluded that

learning is more effective when information is presented in the form of multimedia, namely a combination of words and images. This is because the combination of words and images can provide a more complete representation and facilitate better understanding than using text alone.

One strategy that can be used is to use animated videos to teach recount text writing. An animated video is a video that combines sound and visual aspects. This is one type of media that is very influential on learning (Abdillah & Prastikawati, 2023). An animated video is used, particularly in the school context, to enhance students' understanding. Practically, students can enjoy the learning process by watching an animated video rather than listening to the teacher during the learning activity (Jawa Open & Yulia, 2022). Based on this statement, it can be interpreted that by using animated videos, students will be more interested and motivated to pay attention to the material being delivered, and students will feel happy because they find new things (such as interesting pictures and songs) by learning to write using animated videos, where this method does not make them quickly feel bored when learning to write.

In a study entitled "Animated Learning Video as a Supplementary Media in Teaching Recount Text," the results of this study show that using the animated learning video to teach grade 8 junior high school students about recount texts in English courses is a practical use. This animated learning video is designed to offer an effective and efficient classroom in order to meet learning objectives (Ayu et al., 2022).

In a study entitled "Animated Video Story as Innovative to Improve Grade 3 Learners' Story Writing Skills," the study's findings prove the value of using

animated storytelling videos to help students learn how to write original stories. Words are presented in a natural and meaningful way, not just via the complex text structure but also through the visual and auditory experiences they offer. Lastly, using animated story videos can also help create a more relaxed and enjoyable classroom. (Samosa et al., 2021).

With these concerns in mind, the researcher is interested in conducting research entitled “The effectiveness of animated video in teaching recount writing skills for the eighth grade students of MTsN 5 Kediri.”

B. Research Problem

Based on the background of the above research, the research problem is as follows: *is using animated video effective to teach recount writing skills for the eighth grade students in MTsN 5 Kediri?*

C. The Objective of the Study

The purpose of this study was to know whether the animated videos were effective in teaching recount writing skills for the eighth grade students in MTsN 5 Kediri.

D. Significance of the Study

In this study, there are three key points. We hope it is useful to teachers, learners, and future researchers.

1. For teachers

This research is expected to be able to help teachers in improving students' writing skills, especially in teaching students' recount text writing skills, besides that with this animated video, teachers also have new skills in teaching writing skills in class.

2. For learners

This research is believed that the findings of this study will help students understand how to write recount texts.. With this strategy, students will feel more happy and interested in learning to write, so that the material will be conveyed well to students and students get better results.

3. For future researchers

This study hopes that future studies will include more references. Additionally, this study serves as a basis for program study and provides further information for future researchers interested in this research topic or research areas involving alternative technologies.

E. The hypothesis of the Study

H_0 : There is no significant difference between recount writing skill of students who are taught by using animated video and those who are taught by using PowerPoint.

H_1 : There is significant difference between recount writing skill of students who are taught by using animated video and those who are taught by using PowerPoint.

F. Scope and Limitation of the Study

The scope of this study is limited to MTsN 5 Kediri eighth grade students' learned writing skills using animated videos. This study is focused on teaching MTsN 5 Kediri students in writing recount texts using animated videos.

G. Definition of Key Terms

1. Animated video

Animated videos are videos that combine sound and visual aspects. Animated videos became one of the most influential types of media in learning (Abdillah & Prastikawati, 2023). The video animation used in this study is a video animation entitled: "Vacation in Jogjakarta" where the animated video contains a person's experience while on vacation to jogjakarta, "Vacation to Bali" where the animated video contains a person's experience while on vacation to bali, and the last animated video entitled "At the Beach" where the animated video contains a person's experience while on vacation to the beach with her family.

2. Writing

Writing is an expressive activity, allowing students to put their thoughts and knowledge into written form. It's possible that the students will be able to write well, explain what they think clearly, and put their ideas into sentence recount text (Purnamasari et al., 2021).

3. Recount Text

Recount Text is A kind of learning text known as a recount text is one that tells a moment that happened or something that was done to someone in the past. One kind of English text that can be learned is a recount text (Amalia et al. 2021).