

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problem statement of the study, research problems, objectives of the study, significance of the study, the hypothesis of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Writing is one of the important language skills that need to be improved in an academic environment. Writing is a means of communication that allows individuals to share ideas, defend opinions, and express feelings (Xiao, 2015). It can be concluded that writing is an indirect way of communication. Through writing, students can express feelings, processes, information, and learn actively. On the other hand, Harmer (2001, p. 260) explains, "Writing, either as part of a long-term process or as part of a short-term game such as a communication activity, can motivate students, not only in writing but also in research, discussion, peer evaluation and collective pride in shared achievements".

In writing, students need to master various skills. Jacob (1998) found that writing ability has many components to support students' writing ability, including content, organization, vocabulary, language use (grammar), and skills. This means that students must understand and use some of these

components in the writing process. Therefore, students who want to write good essays in language learning need these skills.

However, most of the students will face some problems while writing. The difficulties faced by some students became more increase when they are faced with the existence of online learning. The students only receive part of the material without any explanation and after that, they continue to work on the questions that have been sent by the teacher through learning media. Not only the students, but the teacher also has an obstacle for the learning in creating explanation, strength, material enrichment, and the clarification of the material (Thenmozhi and Ponmozhi, 2017). However, if there are no ideas in the student's brain, the ability to imagine becomes difficult. These problems hinder students from improving their writing skills, such as thinking, vocabulary, and self-confidence. Another problem is the difficulty of students remembering English vocabulary when faced with foreign words.

One of the genres creative is writing narrative. The text story follows the curriculum school media. Because the story interesting to students, they are very suitable for class members to writes tory texts. Studies have shown that storytelling is effective in enhancing language learning in a variety of contexts (Thang, Mahmud, & Tng, 2015). This is in agreement with Charles, Gutiérrez, Puello, and Galvis (2015), who argue that storytelling is a process of constructing ideas and experiences in a way that creative and imaginative. This means that stories are about the real and the imaginary. That's why so

important for students to bring up ideas. In this sense, stories are stories that unfold based on reality and imagination.

Writing stories is a challenge for students. Huy (2015) decided that the story is a kind of reconstruction. In other words, a story requires a thought process to tell a story or imagining a story to tell him what had happened in our lives. Counting and repeating the process is difficult for some students because it requires creative thinking to remember experiences and imagination of past there no forgotten. Students also can take turns storytelling. This problem prevents students from writing stories because they have to write words and sentences with a right. Dymock (2007) argues that narrative writing is a refinement of sentence structure and ideas.

Based on the researchers' observations, the researcher found that the students of SMA Negeri 2 Kediri in class X Natural Sciences (IPA) in class X faced several problems in writing. Some of these problems are that most students are confused in writing activities and they think that writing is not easy. The students said that writing was not easy because in the writing process students had to master several aspects such as vocabulary, structure (spelling, punctuation, or grammar), and organization of ideas. The researcher also found that students faced difficulties in developing ideas. This is because the media in the learning process is not varied and less attractive to students.

When In teaching English, teachers must have many strategies to help students in the process of learning to write stories. One strategy that can use students to write stories is to use videos shortly animated. Short animated

videos help students improve their writing skills, especially when writing stories. Animation Short is a very fun medium for students to learn and write in a fun way. Harmer (2001, p. 282) explains that "animated film is a series of images projected onto a screen to create the illusion of motion in the animated film". So, by using media, students are happier because they can get things new: story, a cute actress and beautiful actor, action, beautiful scenery, nice song. It is more effective for students to write because the story is based on life and events, so watching films animated short allows students to share their opinions, perspectives, and experiences. Meanwhile, video Short animations help students generate ideas for these media to tell a story clear sequentially. This means that the media is suitable for students to solve the problem of premises bring ideas.

Animated videos are also an audiovisual version of storytelling. Therefore, animated videos were chosen because they have advantages that can be applied in students' learning to write. According to Indrasari (2015), Videos can improve students' writing skills in terms of generating ideas, organizing stories, and increasing students' motivation and interest in learning English. Videos can make them happy while studying. The result for those research showed an improvement in students' writing skills. The improvement in students' writing skills such as; students can write stories with more detailed information; students can make longer paragraphs with adequate supporting details; students can organize their stories better than beginning, middle, and end.

Fitriana (2011) states that the use of animation films can increase students' learning motivation in learning English, because they can easily get new vocabulary, get to know the actors, and accompanying music that makes them happy. The result for those research showed that can improve students' narrative text writing skills, such as; making it easier for students to explore ideas in their writing; they can produce sentences with better construction and minimize English grammatical errors; they can use the right word order and use a variety of words to express their ideas well; they can express ideas more clearly, organize ideas better than previous results, use logical sequences and produce texts well in good cohesion and coherence.

Ismaili (2013) explains that videos provide engaging and motivating instructions to accompany audio or written input, thereby supporting the understanding and production of foreign language input/output. The movie allows language learners to see the social dynamics of communication as native speakers interact in authentic settings. The results showed that there was a significant difference between the experimental and control group students on integrated skills using videos that were incorporated in the teaching materials. The study concluded that films caught students' attention, presenting language in a more natural way found in textbooks. Thus, films are more important to offer visual context aids that help students understand and improve their learning skills.

With these considerations, the researcher was interested in researching the effectiveness of using short animations on writing skills stories among students in school upper middle.

B. Research Problem

Based on the background of the study above, the problem of the study is as follows: *is there any significant difference on writing skill between students who are taught by using short animated video and those who are taught by using ppt-slide?*

C. The Objective of the Study

The objective of the study is to find out the significant difference on writing skill between students who are taught by using short animated videos and those who are taught by using ppt-slide.

D. Significance of the Study

There are three important points in this research. We hope it will make a valuable contribution to teachers, students, and future researchers.

For teachers. This research helps teachers determine the effectiveness of using short animated videos in classroom activities. Therefore, research will help teachers to improve writing skills story students' with films short animated. Second, the results of this study will help teachers choose materials the right to teach students in writing classes. The teacher also learns skills new to teach writing skills.

For students. This study showed that the use of videos of animated shorts can help improve the abilities of students in narrative writing activities.

This research helps students feel more interested in participating in class using short animated videos. Therefore, this research helps students watch a video animated short in class to writing activities motivate them and to achieve optimal results.

For future researchers. This study clicking hoped further research will have more many references in research. their, In addition, this research will be the basis of program study and provide information additional to researchers future who are interested in this research topic or research fields with different methodologies.

E. The hypothesis of the Study

H_0 : There is no significant difference between students who are taught by using short animated videos and those who are taught by using ppt-slide.

H_a : There is a significant difference between students who are taught by using short animated videos and those who are taught by using ppt-slide.

F. Scope and Limitation of the Study

The scope of this research is only determined on ten-grade students of SMA Negeri 2 Kediri by using short video animation in students' narrative writing skills. The classes are on X-IPA 2 as the experimental class and X-IPA 5 as the control class. Every class consists of 28 students. This study is limited to teaching writing narrative text by using short video animation at SMA Negeri 2 Kediri in the second semester of 2020/2021 academic year.

G. Definition of Key Terms

1) Short Animated Video

Short animated video is a new alternative media in the academic environment because it has many aspects that can encourage students to enjoy and be enthusiastic about learning.

2) Narrative Text

Narrative text is a text that tells an imaginative story to entertain the readers. In other words, narrative text is a story about a complicated or problematic event and tries to find a solution to that problem.

3) Writing

Writing is an important feature of language learning because it provides an excellent means of changing vocabulary, spelling, and sentence patterns, and writing is most efficiently obtained when writing exercises parallel to other skill exercises.

4) Power-point

PowerPoint is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slide shows to complex presentations.