CHAPTER I

INTRODUCTION

This chapter presents the explanation for conducting the research and discusses with several points: background of the study with the background of the matter, research problem, research objective, significances of the study, limitations of the study, and also the definitions of key terms are elaborated within the following sections.

A. Background of the Study

Writing is the spiritual task of inventing ideas, thinking of the easiest way to make them accurate, and organizing them into statements and paragraphs that are easy for the reader to understand. The author should choose the most effective form of his or her shopping list, notes, researcher essay, singular, and poetry. Each of these types of writing includes a unique level of the complex, depending on its purposes. And writing is additionally practical and productive. The author imagines, organizes, masters, edits and re-reads, according to Nunan (2003: 88) quoted by Purba (2018: 28).

Teaching writing is more complex than this writing pedagogy is important, as Brown states by claiming that writing is "as different from speaking as swimming is from walking" (Brown, 2001:335) quoted by Ahlsén and Lundh (2007:4). Writing is an activity carried out by writers in expressing their ideas. There are problems that teachers need to know before teaching writing. Based on Westwood (2008:60-62) in his book explain some probems in teaching writing, First problem Writers spend a lot of time thinking and planning ideas before they start writing, Second probem is Writers are usually reluctant to review, edit and

polish a first draft(Hess & Wheldall, 1999; Saddler & Graham, 2007). Third problem are writers have problems with spelling and Grammar.

"A narrative is a type of text whose objective is to amuse or entertain while dealing with real or imaginative situations in various ways" According to Sudarwati & Grace (in Merindriasari et al, 2014:2), who were quoted by Anugrah (2020). Lismayani (2020, p.12) said, the narrative text has a separate genre of writing known as non-fiction, in which the writing is stated to be based on true events. Animated Video is a term used to describe a video that has been animated. "Animated video consists of a sequence of photos, images, or computer images of minor movements of objects or images," according to Sharon et al (2007:311), as quoted by Guparia (2018:81). Furthermore, Guparia claims in an animated video, an object is seen in one frame and then moved a short distance.

The strategy utilized by researchers in teaching the effectiveness of using animated video on students' writing ability is included discussion method, is meant to expand of student learn in an exceedingly structured and step by step example the teacher shows pictures or videos and students can write coherently supported the images. The reason for choosing this title is to know the effectiveness of this method and to strengthen previous research. In this study researcher find that animated videos can be used to expressing students' ideas, grammatical skills, and vocabulary, and also to spark their imagination to create a narrative text.

As an observation that students need to be able to come up with their own ideas to create a narrative text. It is not interesting enough for students. Additionally, the students lack some vocabulary and confussed with grammar if

they would write. Students have difficulty writing narrative texts because students spend a lot of time thinking and planning ideas before they start writing; students have problems with spelling and grammar; students write quickly to get the job done without resistant to going through the stages of process writing. As a result of the researcher's observations, the findings are that the students of SMAN 1 Plosoklaten have difficulty writing that they cannot express their ideas in narrative writing.

This study aims to search out the effectiveness of using Animated video as media on students' writing ability of narrative text. First, conducted by Aprilia (2021) the purpose of her research study is to help students write narrative text using short animated videos with experimental design. Second, conducted by Pensih (2019) the purpose of her study is to show the effectiveness of using animation movie in student's writing Narrative with a quasi-experimental design. The result of this preview research both explain that animated video probably is a method that needs students to move within the learning process and which has the goal to create the students enjoy the training process within the class and which provides them an opportunity to put in writing a specific topic along with their classmates. The reason for choosing this method is the researcher hopes that this method can be effective in expressing students' ideas in writing.

This study uses two class groups consisting of an experimental group and a control group. There for the reaseacher is interested in conducting a research project with a title "The Effectiveness of Animated Video To Teach Writing For EFL Learners" with a quasi-experimental design, the researcher applied the

pictures series method as an alternative method to teach writing for students of SMAN 1 Plosoklaten.

B. Research Question

In relation from the background of study, the problem of the study is arranged to answer these questions "Is there any significant difference between students who are taught using Animated video for students of tenth IPA 2 and students of tenth IPA 3 who are taught using Pictures Series at SMAN 1 Plosoklaten?"

C. Objective of the Study

Based on statement of the research problem above, this study to investigate the effectiveness of animated video to teach writing for EFL learners of students X-IPA2 are taught by using Animated videos and students of X-IPA 3 are taught by using Pictures Series at SMAN 1 Plosoklaten.

D. Hypothesis

H0: There is no significant difference between students who are taught by using animated videos and those who are taught by using pictures series on their writing ability.

Ha: There is significant difference between students who are taught by using animated videos and those who are taught by using pictures series on their writing ability.

E. Significances of the study

This research is expected to be useful for English teachers, students of the Department of English Education, and the other researchers.

1. For English teachers

    English teachers can use the video animation technique in teaching writing as an alternative technique based on the results of this research.

2. For students of the English Education Department

    Researcher hope that this study can use media to solve the problems students face when learning writing skills, particularly in writing narrative texts.

3. For other researchers

    This research is expected to provide information, models, or references that are to be developed for further research. Researcher hopes that other researchers will evaluate, revise, reconstruct, and modify this study and write further studies for other levels and objectives.

F. Scope and Limitation of the Study

According to the problems identified above, the scope of this research is to examine the effectiveness of animated video to teach writing. This is limited to the tenth grade students of SMAN 1 Plosoklaten. Then, this research would focus on narrative text. The experimental class is tenth IPA 2 and the control class is tenth IPA 3. Each class of 35 and 36 students.

Researcher also limits for students' assignments by choosing test topics, namely folk tales and legends in narrative text. The researcher limits the topics because folk tales and legends must be general. The limitation of the quasi experimental research cannot take a random sample. Quasi-experimental focusses on unpredictable and unsustainable events so that it can obscure goals if there are unexpected changes due to student learning progress.

G. Definition of Key Terms

1. Writing

   Writing is an activity to create a note or information on a media by using the arrangement of words that are assembled into paragraphs written on social media paper media.

2. Teaching Writing

   Teaching writing is as a process to express student's activities that produce a writing under the guidance, direction, and motivation of the teacher.

3. Narrative Text

   Narrative text is used to amuse or entertain readers while also informing them about a story. Orientation, complication resolution, and reorientation are the generic structures (optional). The use of the past, action verbs, and a chronological order are all dominant language elements.

4. Animated Video

   Animated films, or films, differ from live-action films in the unusual type of work done during the production phase and also animation is a fun medium to give to high school students.

5. Pictures Series

   Pictures Series is a learning media by using an arrangement of pictures that are ordered by the events of the story to make the arrangement of a story.

6. English as a Foreign Language (EFL)

EFL is for people who learn English in countries where EFL does not speak, or write English and English becomes their second language and they learn it. And also ESL refers to people who are learning English in a country where English is used as a means of communication and is officially spoken.