

# **CHAPTER I**

## **INTRODUCTION**

In this study, we discussed the effectiveness of the estafet writing method using anime story video in teaching descriptive text. In this chapter, we explain the background of the study, problem statement, research objectives, hypothesis, definition of key terms and benefits of research that will be discussed in this study.

### **A. Background**

There are two ways to communicate, namely speaking and writing. When speaking is not enough for someone to express information, feelings, or something they want to convey, they can write it down on paper or other written media. Through writing, someone can convey ideas, feelings, experiences or other things in the form of paragraphs which their can be read or enjoyed by others. As Apsari said (2017) that writing is a communicative act, namely a way to convey information, thoughts, experiences, or ideas between ourselves and others. Therefore, students are not only taught to read, listen and speak, but also write. Writing is an important skill that needs to be mastered by students because at every level of education, students will be asked to write a text with certain rules, especially for higher education. As Waish said, as quoted in Klimova (2012), writing is important in higher education and the world of work. If students cannot convey themselves in writing, then they will find it difficult to communicate well with professors, peers or anyone else.

Regarding the importance of writing, there are several figures who express their theories about the importance of writing. The first is Don (2007)

who said that writing skills are an important tool for us if we want to achieve satisfactory grades at a level of education or course being studied. The education level in question is either at a school or college where we want to get high grades or get a college degree. This means that writing skills are important in terms of examinations and assessments. In most subjects, writing skills are very important to getting high grades. If a student has poor writing skills, it will be dangerous for him or herself if he or she wants a high score. So, writing skills are very important for student success. Furthermore, according to Satya (2020), writing skills are life skills, not only skills needed in terms of work. Because writing skills are the basis for other people's assessment of our learning outcomes, our values, our creativity level, and our contribution to society. So, outside of work, everyone needs good writing skills to communicate with others in the form of emails, short messages, memos, reports, job applications, or just sharing stories and personal experiences. Writing skills are important because writing is a means of conveying ideas to oneself and others. Not only that, by writing we can also convey personal experiences to others. And by writing, we can reach a wider audience, in many places and from time to time.

From the statement above, writing skills are important for students to master. But in fact, some students still have difficulty when writing. This is revealed in several studies that have been carried out by previous researchers. Such as research conducted by Endah (2021) stated that the obstacles faced by students when writing were low vocabulary, complicated grammar, and they did not like to write. Then, in a study conducted by Yesika (2021) she said students

were low in grammar, mechanics especially punctuation, capital letter and spelling. In addition, in the research conducted by Atika (2020), the problems that arise were students had difficulty in conveying ideas and students were not interested in writing because they were bored with the learning atmosphere in the classroom. Here, the teacher needed to carry out activities or strategies to help students produce well written texts. In junior high school, according to Permendikbud 37 students learned about descriptive, announcements, recounts, information reports and narrative texts. One of the texts that was studied by students was descriptive text.

In this study, researchers conducted research at MTSN 1 Kediri. Researchers chose MTsN 1 Kediri because based on observation, researchers found the problems experienced by students in previous studies were also experienced by students at MTSN 1 Kediri. There students were low in grammar, vocabulary, mechanics especially punctuation, capital letter and students had difficulty in conveying ideas .So, to help solve the problems experienced by students at MTSN 1 Kediri, the researchers chose the estafet writing method in this study. The researcher chose the estafet writing method because in previous studies with the same problem, with the estafet writing method, the problem could be resolved. Besides that, at MTSN 1 Kediri, the estafet writing method had not been implemented in classroom learning.

Estafet writing technique is a fun learning technique. As Syatariah said in Srimaharani (2020) estafet writing is a learning method where students are required to be active and aims to make students think learning is fun. This

technique involves students learning together and makes students actively express their fantasies or thoughts and directly produce story products. Estafet writing technique can be applied in groups, so students who have good writing skills can help other students. The estafet writing technique may be more effective if at the time of its application, the teacher also uses learning media in teaching descriptive text. Because the descriptive text is an explained text, the media that is suitable to be used is anime story video. An anime story video can be a guide for students in writing descriptive text because in the anime story video, there is an interesting story where each character in the animation also has personality traits and body shapes that can be described by students. And from the video, students can learn and get information to write descriptive text. As Derewianka said in Anggi (2014), to write descriptive text, we can use video media because students will be motivated and enthusiastic to learn. A combination of estafet writing techniques and anime story video is expected to be an effective way to teach descriptive text, because besides students be able to work together, students also get information on the story of anime video.

So based on that reason, the researcher was motivated to do research with a title “The Effectiveness of Estafet Writing Using Anime Story Video in Teaching Writing Descriptive Text of Seventh Grade Students at MTSN 1 Kediri”. The researcher wants to know what the estafet writing technique using anime story video will be effective for teaching writing descriptive with students’ characters at MTSN 1 Kediri.

## **B. Problem Statement**

Based on the background above, the researcher's question as follow; "Do the students who are taught by estafet writing using anime story video have better skills of writing descriptive text than those who are not taught by estafet writing using anime story video? "

## **C. Research Objectives**

Based on the research question above, the research objectives are; "To find out whether students who are taught by estafet writing using anime story video have better writing descriptive text skills than those who are not taught by estafet writing using anime story video".

## **D. Hypothesis**

A hypothesis is a tentative statement of the results of research in which researchers must do data research to test those statements. Based on previous explanations, the researcher of this research is formulated as follows:

H<sub>0</sub> : There is no significant difference between the writing descriptive text skills of the students who are taught by estafet writing using anime story video and the writing descriptive text skills of those who are not taught by estafet writing using anime story video.

H<sub>a</sub> : There is significant difference between the writing descriptive text skills of the students who are taught by estafet writing using anime story video and the writing descriptive text skill of those who are not taught by estafet writing using anime story video.

### **E. The Scope and Limitation of the Study**

The scope and limitation of this study is the writing skills of the students. In this study, the researcher focused on students' writing skill in descriptive text use the estafet writing method using an anime story video in seventh grade of Mts Negeri 1 Kediri.

### **F. Research Significance**

The researcher hopes that the results of this study may be helpful for the following purpose. :

#### 1. For the Teachers

The researcher hopes this research will be useful to give contributing as a reference and information source for teachers to teach writing skills in the descriptive text to students create a more interesting learning process that also enhances the student's ability by using this technique.

#### 2. For the Students

The results of this study may be a motivation for students to increase their interest in writing as well as for students to learn efficiently, effectively and creatively. Until students get significant results in their writing skills on the descriptive text.

#### 3. For Education Institution

From this study, the school could use some method to support the teaching writing and learning process, especially to use estafet writing using anime story video.

#### 4. For Readers

From this study, it is expected that readers get new information and knowledge.

#### **G. Definition of Key Term**

To avoid mistakes, the author reveals the definition of key term :

1. A writing skill is the ability to convey thoughts, ideas, feelings and facts to a text that is easily understood in language.
2. Descriptive text is a type of text that is used to tell how things look, smell, taste, act, feel, sound, etc.
3. Estafet writing is an active learning method that involves all students to be fun and active in learning.
4. Anime is Japanese animation which is usually characterized by colorful pictures featuring characters in various locations and stories