

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Writing is one of the skills in English which ought to be stepped forward especially writing academically because writing calls for complex talents which include concept advent, vocabulary variations and use of exact and correct grammar. Elhabiri (2013) stated that writing is act of verbal exchange; it is miles considered as a talent that needs have a look at an and practice to be advanced. The capacity to write not naturally acquired, it is usually learned as a fixed of practices in formal institutions, or other environments settings. meanwhile, writing is a vital talent via which success may be attained in any instructional contexts. Writing is much greater than an orthography symbolization of speech. it is greater importantly a functional selection and organization of expression which means that writing is a set of organized expressions that form a whole, and convey precise meanings or process of questioning is invent thoughts.

The students` writing skill should express their feeling, idea, experience and of course they should learn actively. Troia (2014) explain that writing is a way to affords the students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning

beyond presentations, inquiry activities, and discussion. While according to Golkova & Hubackova (2014), writing skill is called productive skill because learners need to produce words, phrase, sentences, and paragraph. These four aspects of skill are intertwined despite their own level difficulty. Besides that, writing can be a media for people to express their feeling, ideas, thinking or opinion. The students are demanded to master writing. Consequently, the students are expected to understand or grasp writing talent, and the students are predicted to understand or grasp writing ability and ones of the texts that need to be learnt by way of college students in junior excessive college is narrative text, it is miles stated that the students must be capable of apprehend and make narrative text.

Teaching is an effort to create a surrounding that allows the gaining knowledge of to take area. An environmental system consists of additives that have an effect on every different together with academic object to be done, the cloth being taught, the teacher and students in the study room, teaching strategies, and the supply of getting to know and media (Nurizmawati, 2015). Teaching Writing is one of the important aspects in teaching language application. Writing is an activity of channeling ideas or ideas in written form. The writing paradigm is often considered difficult for most people. This is because writing is a combination of creativity and a strong will from within the writer. Teaching writing in English can be even more intimidating for developing countries where English is a foreign language, because it does not only combine elements of creativity and will, but also elements of language that have been studied. it's miles one of the difficulties in teaching writing abilities the students in Indonesia are non-native language. The

teacher should to motivate and give them the interesting technique or media to make them without problems to put in writing.

Several varieties of textual content have to gain knowledge the scholars, mainly for teaching writing inclusive of narrative text, descriptive, spoof, recount, process, file, news object, anecdote, exposition, rationalization, dialogue, commentary, and evaluate text. based on this assertion, the author chooses the narrative text to teach inside the school room, because the narrative textual content is an existence revel in and written to be textual content, so the scholars could be easy to put in writing their very own enjoy.

According to Sudarwati and Grace in Merindriasari et al. (2015), narrative texts are intended to be entertaining and to deal with real or imagined situations in various ways. A narrative text is a piece of writing that tells a tale and tries to inform the reader or listener. According to Anderson & Anderson, cited in Akmala (2011). Narrative texts come in a variety of forms, including folktales, myths, legends, and more. Students can use their imagination when writing narrative texts, albeit occasionally they find it challenging.

Indonesia has English Standard Competence to teach English in Indonesia, especially in writing classes. Standard English Proficiency includes several formats that teachers must teach when teaching writing. There are narrative texts, descriptions, parodies, recounts, procedures, reports, news, anecdotes, explanations, explanations, discussions, comments, and review texts (Depdiknas Indonesia, 2006). The curriculum requires all students to meet the minimum standards set by the school. These criteria are called minimum standards of mastery and learning (KKM). It is the criteria for achieving competencies (Sebba, 2014).

The KKM is created at the beginning of the school year or the beginning of a new semester. Corresponding to Core Competency (KD) 3.8, students are encouraged to demonstrate the social functions of several oral and written narrative texts, texts, by giving them simple, contextual information about folk tales, and by questioning their use. You are expected to be able to distinguish between structure and linguistic elements.

The problem now is the weakness of students' writing skills Indonesia. International survey institutions show that literacy levels are still low. From a survey conducted by PISA (Program for International Student Assessment-ed) in 2019 from 79 countries surveyed, Indonesia is in position 74. From this data, it shows that Indonesian student literacy is still low. Based on preliminary study, students have weak writing ability students are lack insight and are less able to issue imagination or their expression well when writing and students also still think that writing is a boring activity. When students begin writing, they are unsure and perplexed. This is because the topic, sometime the topic is peculiar and something they had never considered before. In this situation, the teacher must assist the students in enhancing their written ideas. A teacher can instruct pupils in writing using suitable, creative, enjoyable, familiar, and efficient means.

Things needed to deal with the problem with using media. This media must be able to convey knowledge and writing skills. The use of media in the classroom is important for teachers to make their lessons interesting. This will help you explain the material to your students. Arsyad (2011) stated that the media is an intermediary or messenger from the sender to the recipient of the message. Not only that, the media needed is media that is able to make students are interested in following the

learning process until the end. An animated video is one of the media that is appropriate for teaching how to write narrative texts since it combines sound and moving images, thus it is not only an aural or visual medium. Because this material includes both audio and visual content, teaching writing skills to pupils will be simple and enjoyable. Stempleski and Tomalin (2001), referenced in Susanti (2011), claim that when language is experienced vividly through television and movies, both children and adults feel their attention level rise. The kids won't find it difficult to express their narrative prose about the animated video they watched if they use this strategy. The animated film is a powerful teaching and motivating tool for writing abilities. It follows that animated film can aid pupils in generating ideas when they are learning how to write in English. When watching an animated video in class, the pupils will experience several situations.

Animation is one of the spectacles enjoyed by the public, especially children and adolescents. This animated video media contains information in text, images, and audiovisuals packaged in a file (Fadhli, 2015 and Lin & Li, 2018). Animation refers to images that appear and can move. Animated films are films in which puppets or drawings appear to move. Harrison and Hummell (2010) defined it as the rapid display of a series of still images, thereby creating the illusion of motion. The use of animated video has established itself in the field of learning as a medium to support student performance. He explained that animated videos can enrich students' experience and proficiency with various educational materials. There are many ways that teachers and students can present various concepts with the simplest animation. The benefit of animation is that it can help improve students' understanding of abstract concepts.

Based on an explanation above about the Animated video, the researcher would like to do research by focusing on the teaching writing narrative text entitled **“The Effectiveness of Animated Video in Teaching Writing Narrative Text for the Tenth Grade Students of SMAN 7 Kota Kediri”**

B. Research Problem

Based on the background of the study above, the problem is researcher`s question can be followed “Is there any significant difference in writing skill between students taught using animated video and students taught using picture series?”

C. Objective the Study

Based on the research problem, the purpose of this study was to determine the significant difference on writing skill between students taught using animated video and students taught using picture series.

D. Significance of the Study

The results of this study are expected to benefit teachers, students, and the next researchers:

1. For teachers, this study can help teacher to choose animated video as alternative teaching activity. Because, this media is effective for teaching writing in classroom and students can learn better, increase students' creativity in thinking.
2. For students, the researchers hope this study can improve students writing skills after being taught using animated videos.

3. For the next researchers, this research is expected to be used as an additional resource especially for those doing research on learning skills when using animated videos as a medium for teaching writing narrative texts.

E. Hypothesis

The researcher states the hypothesis to make the purpose of this study clear. The researcher's hypothesis is:

H₀: There is no significant difference on writing skill between students taught using animated video and the students taught by using picture series.

H_a: There is significant difference on writing skill between students taught using animated video and the students taught by using picture series.

F. Scope and Limitation

Based on the background and the statement of the problem above, this research focus to find out the influence of The Effectiveness of Animated Video in Teaching Writing Narrative Text at Tenth Grade Students of SMAN 7 Kota Kediri. The research is limited to the Tenth Grade Students of SMAN 7 Kota Kediri.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Writing

Writing is a system of interpersonal communication using visible signs and graphic symbols on paper. Contributions can absorb more ideas and impressions if you know the correct writing techniques and use them properly.

2. Teaching Writing

Teaching writing is fundamentally about helping writers discover their unique way of writing and then helping them shape that way into effective and engaging writing. This can be achieved by undergoing extensive training to become a better writer.

3. Narrative

The narrative is one of the four traditional rhetorical modes or approaches that authors employ to deliver information. It is defined as a writing that tells a tale. Others include descriptions and analyses of a concept or concepts, a justification used to persuade the reader of a specific viewpoint. A written description of the visual experience is also included.

4. Animated Video

Animated videos are videos created using original designs, drawings, illustrations, or computer-generated effects that move in eye-catching ways using a variety of artistic styles. You can incorporate live action video, but you don't have to record live action to tell your ideas and stories.

5. Picture Series

A picture series is a group of connected composite images that are arranged in a certain order therefore its primary purpose is to depict an event or tale. There are many different types of images in textbooks.