

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significances of the study, scope and limitation, hypothesis, definition of key terms and theoretical framework.

A. Background of the study

Writing is one of the most crucial skills in English. It can help students learn and improve their English by allowing them to express their feelings, experiences, and thoughts.¹ Writing is one of the activities associated with putting thoughts, information, and knowledge down on paper, as well as experimenting with and interpreting writing in order to obtain knowledge, exchange information, and learn. Students are encouraged to engage in writing tasks that will impede their capacity to learn English.

Writing belongs to productive skill as Bram stated that writing trying to supply or reproduce the written message.² Meanwhile, Jhon M. Swales and Christine describe writing as a complex socioeconomic process that involves the creation of written words on paper or other materials, and more lately, on a display screen.³ Writing is difficult job, but it also provides opportunities: to express yourself, to transmit ideas to those outside of your personal circle, and to learn something you probably did not know.⁴

The majority of English Foreign Language students believe that writing is a tough talent to learn. Writing, according to Richard and Renandya, is the most

¹Liita, L., Atmowardoyo, H., & Salija, K. "The Effects of Visual Auditory Kinesthetic Learning Style as Technique in Improving Students' Writing Ability". *ELT WORLDWIDE" Journal Of English Language Teaching*", Vol 2 No 2, 2015.

² Bram, Barli. *Write Well – Improving Writing Skills*. Yogyakarta: Kanisius, 1995.

³ Christine and Jhon. *A Course for Nonnative Speakers of English*. New York: University of Michigan, 1994.

⁴ McCrimmon, James. *Writing with a Purpose*. Boston: Houghton Mifflin Company, 1984.

difficult language skill for students to master.⁵ Writing difficulties are also found among Indonesian students, especially Junior High School students.

There are some signs of the problems students faced while practicing writing: first, students misspelled and punctuated; second, the students did not use adequate vocabulary; third, the students did not write grammatically correct sentences; fourth, the students were unable to develop their ideas into good heels; and fifth, the students had difficulty writing a coherent text.⁶

Besides, the problems were also identified from the class climate. They were; Students took longer time to start writing; Some students spend their time to visit his/her friend to get the ideas to develop; Students used to open the dictionary or asked the teacher to find the vocabulary and it spends longer time to finish writing. It happened because they got difficulties in using appropriate words, had a limited vocabulary, and did not understand the instructions, it made the class bitnoisy; Some students were not active in questioning the teacher about their writing difficulties, while others made noisein the process of teaching and learning; Some students were not able to complete their writing assignments during class time.

Based on the problems above, the teacher should be able to use the appropriate technique or strategy and media in order to make the students motivated and enjoyable in learning especially in writing. Hamalik stated that using aids in teaching and learning can stimulate new desires and interests, as well as motivate and simulate learning activities, as well as have psychological effects on students.⁷

When teaching writing activities, teachers must use a strategy or media to help students comprehend the topic, particularly when producing recount texts. Students should be taught how to apply simple techniques that can help them enhance their writing. According to Harmer, using audiovisual material in writing

⁵Richard, J. C. & Renandya, W. A. *Methodology in Language Teaching*. United Kingdom: The Presss Syndicate of the University of Cambridge, 2002.

⁶Setiyawan, H., Rochsantiningsih, D., & Setyaningsih, E. "Improving Students' Writing Skill Using Animated Video". *English Education* 7, no 3 (2019): 343-352.

⁷ Hamalik. *Media Pendidikan*. Bandung : Citra Aditya Bakti,1994.

can help encourage students.⁸ They will be motivated to develop their ideas since they will receive information on what they should write or tell in regard to the video. The author uses animated video as a medium to help students learn how to produce better recount texts. This medium will help students understand the writing process. It will make it easier for students to organize their thoughts, sequence events, and plan their writing.

Not only can an animated video be utilized to entertain students, but it can also be used to strengthen their ability to write a recount text. Students will not become bored while using this material because most young learners enjoy watching animated videos. Another benefit is that this video is free of violence and obscene content, making it appropriate for students. The video's discussion and speech are easily remembered and comprehended since it contains everyday conversation language that students hear frequently. It's a great idea to use videos in the classroom.⁹ Not only does this offer a teacher with a variety of remarkable benefits, but it is also a fascinating experiment for students, who will undoubtedly enjoy the entire experience. It all depends on having the right attitude and attention to detail, which every teacher should strive for if they want to achieve the best results.

Moreover, Stemplesky states the significance of video as a language-learning tool¹⁰. For starters, video can enhance a student's motivation. When language is experienced in a dynamic way through television and video, children and adults become more interested. Video can provide language in a more complete manner than any other form of instruction. Second, video can be utilized to communicate with others. Students become more prepared to communicate in the target language after watching a video sequence in class. Next, video can also be used to illustrate nonverbal aspects of communication. The audience can see nonverbal communication such as gestures, expressions, and posture on video.

⁸Harmer, J. (2001). *The practice of English language teaching*. London/New York, (2001):401-405.

⁹Brown, Liza. "Benefits for Teacher Using Video in the Classroom".
2021. <https://filmora.wondershare.com/video-editing-tips/benefits-for-using-video-in-classroom.htm>

¹⁰Stemplesky, S. *Video in Action*. New York: Barry Tomalin, 1990.

Finally, cross-cultural comparison can be done in language training through video. In the language classroom, video is a valuable resource for communication, including cultural behavior.

Animated video as a type of media, it provides a unique depth to the learning process. Because it gives students the opportunity to hear and see language. Students can perceive the situation outside of the classroom and come up with ideas quickly when students have the opportunity to see as well as hear language in action, it raises their attention. The students quickly comprehend the subject that has been taught to them. In this example, the researcher used recount text as a source of information.

The researcher discovered that Hendry et al. had undertaken a similar study. The study's purpose is to employ animated video to assist students in improving their writing skills.¹¹ According to the findings, animated film can help students enhance their writing skills. The students' content, organization, vocabulary, language usage, and mechanics can all be enhanced. First, students were able to write a more detailed description, produce a descriptive text that was grammatically correct, use acceptable terms, and employ sentence mechanics. Second, in the classroom, an animated video produced a positive atmosphere for teaching and learning writing English. The students were enthusiastic about the lesson and were engaged in it.

The previous study also conducted by Nisrina. The goal of this study is to determine the impact of employing animated films on eighth-grade students' writing skills at SMP Islam UlulAlbab.¹² The study found that employing animation film media can help students enhance their writing skills in areas of content, organization, structure, vocabulary, and presentation. It meant that animated films had an impact on the training of writing skills. It was suggested that English teachers educate writing skills through animated film media. Furthermore, the findings of the study revealed that watching animation films

¹¹Setiyawan, H., Rochsantiningih, D., & Setyaningsih, E."Improving Students' Writing Skill Using Animated Video". *English Education* 7 no 3 (2019):343-352.

¹² Erlysdaura, N. I. "The effect of using animation film to the students writing skill of the eight grade at SMP Islam Ulul Albab in academic year 2017/2018", 2 no 8, 2017.

improved writing skills. The students' pre-test and post-test results may testify to this. The mean pretest score was 71.57, and the mean post-test score was 81.31, according to the statistical data in the study

Meanwhile, a question may arise regarding the concept of animated film as a "visual and auditory" presentation of students' ideas. "Does animated video solely aid any certain learning style, such as visual and auditory learning styles?" is the question. As a result, we go beyond the scope of the study to look into the use of animated video in teaching writing to students with different learning styles.

Students learn in a variety of ways, which is referred to as their learning style. In other words, a person's preferred manner of acquiring, processing, digesting, and remembering knowledge is referred to as a learning style. Learning styles are a common psychological and educational concept that aims to understand how students learn best.¹³ Based on the theory of Barbe, learning styles are generally divided into three major categories.¹⁴ Photographs, diagrams, demonstrations, displays, handouts, videos, flip-charts, and other visual learning materials are preferred by the visual learning style. Auditory learners prefer to learn through listening to spoken words, whether their own or others', as well as sounds and noises. Touching, feeling, holding, doing, and practical hands-on experiences are preferred by kinesthetic learners.

A few studies have looked into learning styles. Litta et al. conducted the research first.¹⁵ A few studies have looked into learning styles. Litta et al. conducted the research first. The goal of this study was to see how effective visual, auditory, and kinesthetic learning styles are at improving students' abilities. The results showed that following the treatment, the pupils' abilities improved. The experimental group's post-test result improved much more than the control

¹³Cherry, Kendra. "Overview of VARK Learning Styles". (November 27, 2019)<https://www.verywellmind.com/vark-learning-styles-2795156>

¹⁴ Atkinson, Tracy. *Discover Your Learning Style*. 2018. <https://medium.com/@tracy.ada.atkinson/discover-your-learning-style-41816f734d7a>

¹⁵Liita, L., Atmowardoyo, H., & Salija, K. "The Effects of Visual Auditory Kinesthetic Learning Style as Technique in Improving Students' Writing Ability". *ELT WORLDWIDE JOURNAL*, 2015.

group's post-test result. $73.2 > 58.1$ was the average score. The second research was conducted by Hanafi.¹⁶The purpose of this research is to investigate if there is a significant difference in writing achievement between children who learn visually, aurally, or physically. The study enlisted the participation of 120 students from MAN 3 BahrulUlumJombang's grade XI. The researcher discovered that there is no significant difference in writing achievement between students with visual, auditory, and kinesthetic learning styles based on the findings of this study.

Based on the statements and previous studies above, the researcher wants to conduct the research entitled "The Effect of Animated Video in Teaching Writing for Students Having Different Learning Style at Eighth Grade of MTsN 1 Kediri".

B. Research Problem

Based on the preceding explanation, the research problem can be stated as follows:

Is there any significant effect of animated video in teaching writing for the students having different learning style at the eighth grade of MTsN 1 Kediri?

C. Objective of the Study

From the research problem above, the objective of the study is stated as follows:

The researcher intends to investigate the significant effect of animated video in teaching writing for the students having different learning style at eight grade of MTsN 1 Kediri

D. Significances of the Study

This research is expected to make a significant contribution to foreign language acquisition, particularly in the writing classroom. Furthermore, this study is likely to be beneficial to the following.

¹⁶ Hanafi, Ahmad Aziz. "The effect of students' learning style on their writing achievement. Language" *Edu Journal* 8 no.1, 2019.

1. For the students

This study is expected to assist students in MTsN 1 Kediri in improving their ability to write recount text with the assistance of animated video as a teaching media. They will also find the lesson easier to understand, and hopefully, they will find learning English more enjoyable.

2. For the teachers

The results of this study will be beneficial to teachers in their use of appropriate media in teaching writing, particularly in developing and improving students' ability to write recount text by using animated video.

3. For further researchers

The researcher hopes that the results of this study will help the next researcher come up with new ideas for teaching recount text writing.

E. Scope and Limitation

The researcher has limited the study on the effect of animated video in teaching writing recount text. The participants of the study are the eighth grade students of MTsN 1 Kediri.

F. Hypothesis

There two types of hypothesis that stated in this study, there are Null Hypothesis (Ho) and Alternative Hypothesis (Ha). The descriptions of the hypothesis in this study is:

Ho : There is no a significant effect of animated video in teaching writing for students having different learning style at eighth grade of MTsN 1 Kediri

Ha : There is a significant effect of animated video in teaching writing for students having different learning style at eighth grade of MTsN 1 Kediri

G. Definition of Key Term

Some of the terms used in this study are explained as follows to minimize confusion and misinterpretation among readers:

1. Writing

Writing is the act of communicating one's thoughts, feelings, and knowledge to others. Writing is more than just the ability to turn a concept into sentences or paragraphs; it also involves a complex set of rules and processes that students must follow. To put it another way, writing is one of the activities that involves learning how to write an idea, information, knowledge, or experience, as well as comprehending the writing in order to gain knowledge or information that may be shared and learned. Students are encouraged to use their ability to develop their English skills through writing activities.

2. Teaching Writing

Teaching writing should be enhanced. The teacher should give the students more practice and guide them to write. Teaching writing to the students shows focus on the process of how to create the text. In addition, Students in junior high school are asked to write texts in their own terms. Narrative, descriptive, procedure, and recount texts were used. They must be able to write well in descriptive and recount texts, especially in eighth grade. They should also be able to produce practical materials including essays, invitations, announcements, short messages, and memos.

3. Recount Text

In this research only focus on writing ability of recount text. Recount is a type of genre with a social function of retelling an event for the purpose of informing or entertaining others, as it happened in the past with our experiment or others.¹⁷ The past tense is utilized in the recount text. Recount has a social function of reconstructing prior experiences by recalling events in their original order.

¹⁷Hyland, K. *Second Language Writing*. Cambridge: University Press, 2003.

4. Animated Video

Animated video is one sort of medium that can be used to teach writing. It may be utilized to not only entertain students, but also to help them enhance their recount text writing skills. One of the educational methods for boosting students' writing skills is to use animated videos. For instructors, there are ten benefits to using videos in the classroom.¹⁸Students are more likely to accept videos. Students should be immersed in the production. Encourage people to do things. More information is conveyed through video. Encourage students to participate. Bring the outdoors into the classroom. There's a lot more to it than words can convey. Video is more adaptable. It is easier to comprehend. Video creates an atmosphere.

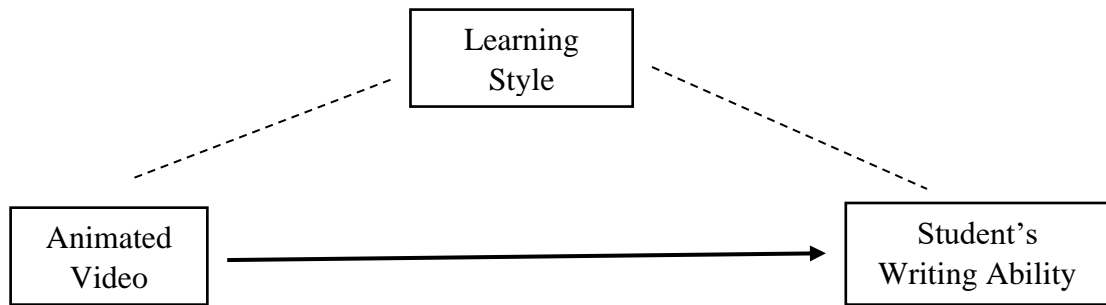
5. Learning style

The term "learning styles" refers to the fact that every learner learns in a unique way. A student's learning style refers to how he or she chooses to receive, process, grasp, and remember knowledge in technical terms. This study looks at three different learning styles. Visual, auditory, and kinesthetic learning styles are the three categories of learning styles. Visual learners learn by seeing, have a strong visual recall, like to study through visual representations like graphs, posters, cards, and screens, and use hand gestures frequently when speaking. They also have a tendency to look up when thinking. Auditory learners gain knowledge by listening. They prefer audio and have a strong auditory memory. They learn from conversations, lectures, stories, and podcasts and like repetitions and summaries. Then there are kinesthetic learners. Students tend to tilt their heads and move their eyes when concentrating or acquiring information. They rely on learning and, in particular, on interactions with their body within the learning environment. They can easily recall events or information from an experience or the feelings

¹⁸Brown, Liza. "Benefits for Teacher Using Video in the Classroom". 2021. <https://filmora.wondershare.com/video-editing-tips/benefits-for-using-video-in-classroom.htm>

associated with a bodily incident. The best ways for students to enjoy are field trips, physical activity, object contact, and touch.

H. Theoretical Framework



The theoretical framework is a concept in this thesis that describes how theorists might be linked to the aspects that have been identified as significant issues. Independent Variable, Dependent Variable, and Moderator Variable are the three variables in this study. Animated Video is an independent variable, Student's Writing Ability is a dependent variable, and Learning Style is a moderator variable. Furthermore, this research will be conducted in order to investigate the significant effect of animated video in teaching writing for the students having different learning style.