

CHAPTER I

INTRODUCTION

This chapter presents background of the study, the formulation of the problem, the objective of the study, and the significances of the study.

A. Background of the Study

As an international language, English plays an important role almost in all aspects of life. It becomes the world's most widely spoken language that many people use English as a mean of international communication such as in technology, art, social relation, trade, education, business and tourism.¹ In education field, English takes important part because many sources of knowledge like books or journals are written in English.² Thus, by mastering English, people will be able to follow the development of science and education.

In Indonesia, English is taught as foreign language (EFL).³ Harmer explained that EFL described situations where students were learning English in order to use it with any other English speaker in the world.⁴ Therefore, in Indonesia English becomes the subject of study that has been taught from elementary school up to university level.⁵ According to Government regulation in the 2013 curriculum, the goal of learning English is to develop the students' ability in order to communicate which includes the ability to listen, speak, read and

¹ Rahmah Fithriani, (2018), Discrimination behind Nest and Nnest Dichotomy in ELT Professionalism, *KnE Social Sciences*, 3(4), p. 741.

² Rajathurai Nishanthi, (2018), The Importance of Learning English in Today World, *International Journal of Trend in Scientific Research and Development*, 3(1), p. 872.

³ Tien Rafida, (2018), The Influence of Using Vak (Visual, Auditory, Kinesthetic) Learning Model on The Students' Achievement In Writing Short Story Text At Second Grade SMP It Al-Hijrah 2 Deli Serdang, *Journal of Language, Literature & Education*, p. 2.

⁴ Jeremy Harmer, (2007), *How to Teach Writing*, Harlow: Pearson Education Limited, p. 19.

⁵ M. Ikhwan Fauzi, (2019), *Students' Perception on Using Students' Worksheet (LKS) in Learning English* (thesis), The State Islamic Institute of Surakarta, p. 1.

write.⁶ It prepares the students to master the English basic skills, which will support their competences in oral and written communication on advanced level.⁷

In senior high school level, the students are obliged to master short functional text such as descriptive text, recount text and narrative text.⁸ According to Anderson in Zahroh, narrative is text, which tells a story and entertains or informs the reader or listener.⁹ The students are required to be able to understand and make a narrative text cohesively based on the social function and generic structure of the text.

However, despite the goals of learning writing, it is precepted as the most complicated skill by students because they should be able to express their ideas, feeling, and opinion in an academical written form.¹⁰ Fithriani also stated that EFL students thought that English writing itself has been considered as the most challenging skill.¹¹ It is because they need to switch their thoughts from the first language (Indonesian) to the second language (English).¹² That is why EFL students find it more difficult to write in English.

In order to tackle the students' problems in writing narrative text, some of the English teachers had provided innovative teaching materials that built link the young generation, school culture and technology in the school follows the content of learning.¹³

CALL (Computer-Assisted Language Learning) is one of the most popular tools that rely on computer potentially influences the classroom atmosphere. In EFL teaching process, it brings new perspective for both the teacher and the students. The communicative CALL

⁶ Permendikbud RI No. 64 Tahun 2013 Tentang Standar Isi Pendidikan Dasar dan Menengah, p. 80.

⁷ Permendikbud RI, Ibid., p. 84.

⁸ Fatimatus Zahroh, (2014), The Implementation of Animated Film as Media to Teach Writing Narrative Text to the Eighth Grade Students of Junior High School, *State University of Surabaya*, 2(2), p.2

⁹ Fatimatus Zahroh, Ibid, p. 2.

¹⁰ Permendikbud RI, Ibid., p. 83.

¹¹ Rahmah Fithriani, (2018), Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perception, *ELTLT*, 188, p. 87.

¹² Rahmah Fithriani, Ibid., p. 87.

¹³ R. Kupiainen, (2015), Classroom Strategies in Teaching the Media, *Estonian Journal of Education*, 3(2), p. 120.

surfaced in parallel with the cognitive theories that assumed that humans are different; and based on this assumption, some students learn better by watching movies, animations, and listening to audios; and some by using images.¹⁴

One of media, which integrated with CALL in writing skill, is audiovisual media. Audio visual is effective media that can be used in teaching learning process because it can be seen and be heard. One of examples of audiovisual media is animation video. This media has been used by some levels of school especially at Senior High School. The teacher chooses it as one of the learning media for their students. Thus, animation video helped students to master the materials in writing narrative text.

Vukoja stated that the use animation video in writing activity could explore the structural devices of the story (plotlines, character development, setting, and theme). It will be easier for the students in acquiring the knowledge in learning process if the teacher uses animation video. It cannot only help the students to get ideas more realistic in understanding narrative text but also in constructing ideas to create it.¹⁵

The researcher also found the same phenomenon at the school when the researcher did the teaching practical. It was found that the English teacher used animation video as media in teaching writing narrative text. The researcher acknowledged it as one of the CALL phenomena.

As a researcher, Hastrianda stated that motion on the screen is important for attracting onlooker interest. The students can focus on the screen without losing their attention. Besides, animation can make the explanation became clearer and more understandable and could make the understanding of the process of the story also became easier.¹⁶

¹⁴ Abdu Alkadi, (2018), Ibid, p. 6.

¹⁵ Vukoja Tanya, (2005), Cross Genre about Short Stories.

¹⁶ Hedwigis Rosario Iswari Hastrianda, (2018), *Students' Perceptions on the Use of Videos in Learning Narrative Text*, University of Sanata Dharma of Yogyakarta (thesis), p. 68.

Therefore, the researcher intended to gain further research from the students' perspectives.

From the previous study, it can be showed how the animation video takes part on the better process of teaching and learning activity. Many teachers have used animation video in writing narrative text, but only few researchers investigated from the students' perspectives. Thus, the researcher intended to investigate the phenomenon about the students' perceptions on the utilization of animation video in writing narrative text. Therefore, the researcher gained the research, which was entitled "**The Utilization of Animation Video in Narrative Text Writing Class: An Exploration of Students' Perceptions at the Eleventh Grade of Mas Madinatussalam**".

B. The Formulation of the Problem

Based on the background of the study above, the researcher identified the formulation of the problem was "How were the students' perceptions of utilizing animation videos in narrative text writing class?"

C. The Objective of the Study

In line with formulation of the study above, the researcher identified the objective of study was "To describe how the students' perceptions of utilizing animation video in narrative text writing class."

D. The Significances of the Study

The researcher expected the result of this study would give the significances for theoretical and practical aspects as follow:

1. Theoretical Significance

Theoretically, the result of this research is expected to give contribution to the theories in education matters especially about using animation video in writing narrative text for tenth grade students.

2. Practical Significance

Practically, the researcher hopes that this research can give the benefits for the teacher, students, school and the further researchers.

a. For the teachers

The teacher could use various method like animation video in order giving some benefits such as presenting alternative way for teaching English as students found out animation video is great media.

b. For the students

This research can give motivation to the students especially in writing narrative text. The students will be more aware of their own media of learning. They also more enthusiastic to acquire the foreign language as their own need not as the compulsory.

c. For further researchers

For further researchers who are curious about the same topics related to this study may get the information and the results of this research could give an insight as their research needs. Furthermore, they can improve or develop this issue as their topic by doing deeper researches.