

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of important skills which is needed in learning English. The skill which is categorized as an important skill must be developed well in order to increase the ability and capability of the students. Writing makes the students express their feelings and thought about something as the way of people to communicate each other. Nura (2003: 71) says that writing is an activity which is not merely symbolized in spoken language. Writing is a person's way to express him/herself and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In fact, there are many students who cannot write any writing materials which they need. It also happens in vocational school students. Many students do not understand how to write and even they do not know what they will write. Writing is categorized as difficult skill by the students. Richards and Renandya (2002: 30) state that "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts."

There are many kinds of genre that is really needed to be learnt by students. They are recount, descriptive and also narrative texts. Based on curriculum 2013, narrative text is one of the genres which have to be taught to the vocational school students by expecting that the student can communicate in

spoken and written form of communication. Narrative text is one of the genres of text which have to be taught to the students of vocational school. Narrative text is the text to tell about story in order to amuse the reader. As one of the materials which is needed in vocational school, the aim of learning the narrative text must be achieved. But, in fact, writing a story is really difficult for students in vocational school. It becomes a problem which must be solved soon. It is a must for vocational school students to communicate, especially in writing story

In having a solid writing skill, the crucial things that need to be concerned is the media. The failure of choosing the media will bring the students to the wrong guidance. There are many factors which influence the students' achievement in learning and teaching process. Considering the effect of other intervening variables, such as the context of learning and the learners' attitude, motivation, and learning style, influencing their uptake of feedback (Ferris, Liu, Sinha & Senna, 2012; Rahimi 2015). The students' motivation and attitude in learning foreign language will be better if there is an interesting media which can attract their attention to study. The interesting and innovative media is a very crucial thing which must be thought.

But what is happening nowadays is the writing media that is used to teach writing do not really attract the students' willingness to share their ideas creatively. The media which is used by the teacher is not very interesting. It is proved by the primary observation done by the writer in SMK Swasta Budisatrya Medan showing the media for the students to learn writing did not really motivate the students to learn. The teacher just use "slide presentation about legend"

without any other media that support the teaching and learning process. While in stimulating the motivation of the students to write any good written task, the teacher was not able to provide some interesting media. It is proven by the data taken by the researcher in which one of the media of teaching narrative text he teacher used in the classroom. *See Appendix A:*

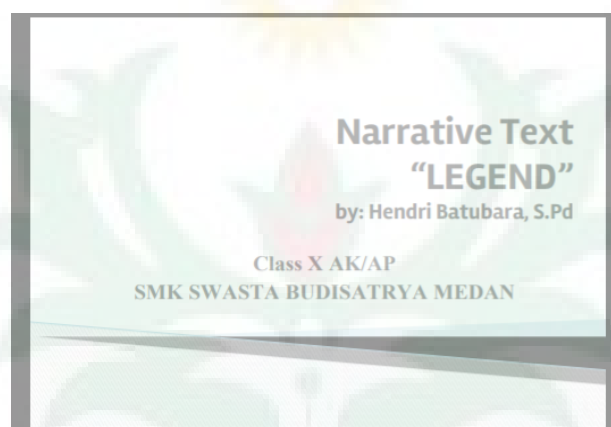


Figure 1.1. "slide presentation about legend" that is used by the teacher as the media.

Writing is not an easy job to be done by the students. Without the media which can stimulate them, it will be a very difficult thing and they will not really care about this activity. The result, the classroom situation will not be active and the goal of the teaching learning process will not be achieved. Harmer (2001) stated that video is not only a great aid to see language in use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. It means that video is appropriate for any

other material in teaching and learning process including writing. Video can stimulate students' mind to find any ideas they need.

In this research, the researcher puts fully concern to tenth grade of vocational school students. The students complained that writing narrative text is very difficult to them. As the result, they always search the narrative text from the internet and claim that the text is their own writing. This problem will always appear when there are no any significance change in the teaching and learning activity.

Furthermore, this is not only the problem for the students, but also for the teachers. Because of the lack ability of students to improve their writing skill, the goal of teaching and learning process will never be achieved. The teacher also will be difficult to go to the next material which has the correlation with the narrative text material. Yet, it will not run effectively in teaching and learning process.

The only one solution is creating a short animation video as the developing media which is interesting and innovative in guiding the students to write narrative text to the students of SMK Swasta Budisatrya Medan. It is already proved by the previous research in Journal English Language Teaching (ELT)/Volume 2/Number 2/35-43 that shows after implementation of animation video in teaching writing narrative text, the students' writing skill improved for all of indicators of writing skill (Gusparia, Zainil, Refnaldi, 2014). The development of the media must attract and stimulate their willingness to write any narrative text which hopefully will increase the students' motivation and enthusiasm to learn

any material in English subject. Finally, it will improve the English skill of vocational school students.

B. The Problem of the Study

Based on the background of the problem above, the problem of the study is formulated as follows:

1. How is the short animation video developed to teach narrative text for grade X students in SMK Swasta Budisatrya Medan?

C. The Objective of the Study

Based on the background of the problem above, the objective of the study is formulated as follows:

1. To develop short animation video as the interesting and innovative developing media to stimulate the tenth grade students' skill in writing narrative text in SMK Swasta Budisatrya Medan.

D. The Scope of The Study

The study will cover the developing media of writing narrative text media for vocational school especially about legend text. Legend text is one of text that is taught in second semester of students in tenth grade of vocational school. This recommended media will be relevant to the capacity of students, interesting and innovative for students in tenth grade in SMK Swasta Budisatrya Medan. This media is developed based on the needs analysis of the learners which will

motivate them to study narrative text. The media also will be limited only for narrative text since this genre will be taught in the even semester.

E. The Significance of the Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the findings of the study will extend and enrich the horizons in theories which related to the areas on how to develop writing media to Vocational School students.
2. Practically, the findings of the study can be the recommended writing media for the students of SMK Swasta Budisatrya Medan, as it motivates their enthusiasm and willingness to create a product in writing. Besides, it will make the teacher easy to achieve the goal of teaching and learning process