CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Teaching English is a necessary for students. As we know, English is one of the subjects in Indonesia which is taught to students. used a teaching techniques can certainly stimulate students' interest in learning. in addition, teaching knowledge-related to subjects and skills, teachers are expected in their classrooms to provide student's knowledge on how to learn, how to be motivated to prepare an exam, what steps to solve a problem of learning, how to monitor their own learning process, etc. That is why implementing learning strategies so important. Harnishfeger & Bjorklund (1990) said that strategy is a voluntary activity directed at a common goal not always necessary to fulfill a tasks but it means to facilitate student's performance and skill. The Indonesian education system is accommodating high school students must pass an English exam to graduate. it meant to be conclude that learning English is very important including necessary for the students, especially education around the world. According to Fedderholdt (1997) stated that the importance of language learning strategies can improve language skill better. by varying skill levels in each class, teachers must employ effective strategies that enable students to learn. Teachers need be able to creative in choosing strategies and be able to engage the student interest. Therefore, the teacher must apply the different strategies to support the teaching and learning process. Oxford (1990) defined that learning strategies are steps, behaviour, specific actions or

techniques such as making conversation, solving, taught problem in language learning.

In educational institute the success of the teaching and learning process can be seen from the learning achievement of student's basic competence goals. The result of learning is a student's achievement who can be measured by student's scores after working on the given by the teacher at the time the evaluation was carried out. The success of learning in the school will be realized from the success of student's learning. This phenomenon is taken from the experience of teaching by researcher while undergoing PLP II in SMA Negeri 2 Medan, in this case, the researcher took the data based on the original teacher's teaching method in the classroom by asking some questions and write down on the researcher's paper. Based on interview in SMA Negeri 2 Medan, the researcher took several dialogues from teacher as follows;

R: Good Morning Ma'am. My name is Jumaidah Sapto Rini from State University of Medan. So, I'm here to get my preliminary data for my research. May I ask you for some questions mam?

T: Oh, It's okay for me dear

R: Okay Ma'am, we will start our interview. Firstly, do you use a different way or special way to teaching material in teaching and learning process?

T: Sometimes, I mix it in online class, because It still implementing hybrid learning which combines offline and online learning.

R: Okay mam, did you use a media in teaching and learning process?

T: It happen sometimes, I'm using WhatsApp group to sharing my english material to students

R: Why did you use that media in teaching?

T: Because, when I teach in class they are not focus on my material, maybe it's just because they are not interest about the material or it's a boring material. I don't know, I teach them by book's material and explanation on a whiteboard, but there's nobody to focus on my explanation. so I use the alternative way when I give them the explanation of material and some assignment to WhatsApp group, I think it will be help the students to solve the problem of my english material, so it can develop their ability to think critically in solving problems to complete their tasks given.

From the data above, the researcher concluded that the teacher still implementing a Hybrid-learning to teaching and learning process. Doering (2006) said that, Hybrid Learning Model refers to the blending and mixing of the learning environments: face to face classroom instruction and online environment. Then, the teacher's method is the demonstration method to teach in the classroom. Syaiful Bahri (2008:210) said that the demonstration method displays the process of an object or event that is exemplified by the teacher. By that, students can understand more easily. This method is used to demonstrate a process or how an object can work related to learning materials. In addition, the researcher was found that the teacher has difficulty in teaching students because some students are not interested and feel bored if taught as usual using material book media and explaining on the blackboard, teacher feel this condition is commonly for students because they are less interested in the material presented in the class.

The researcher's perception concluded that the students' motivation and interest in learning narrative text are low when the researcher taught the material of narrative text by manual learning by just used the book's material and explain on the whiteboard. The low motivation and interest in student learning can be seen when students receive the subject matter. This is shown by the attitude of students who tend to be busy alone, chatting with friends, there are some students who do homework for other lessons and pay less attention to the learning situation. If students are given tasks that are rather difficult, students did not work on these tasks and they are not motivated to find solutions to these problems. Students prefer to wait for the teacher to solve the problem. This is because students are less interested in learning English material about narrative text. This phenomenon will be a reason for researcher to research teacher's strategies. So, the researcher chosen the Animation video to make interest and attract the student's attention, and then they don't feel bored of the learning process.

In simple terms, Narrative text is a text that contains imaginary stories, fairy tales, or true stories that aims to educate or can be learned from the stories. From the available teaching resources, the researcher is believed to grab students' attention to get them excited about learning. Stempleski and Arico (1990) mentioned that video media have function to interact and motivate students' in language learning. Using videos for language learning makes students enjoy the lesson activity effectively. In short, video media plays a role in creating a fun learning activity. Offers a lot of valuable video content for use in the classroom.

Therefore, using videos to teach learning materials with an attractive and eye-catching presentation can impact student comprehension. The factors come from the students, such as lack of basic knowledge, limited vocabulary and lack of grammatical understanding.

These factors can have important implications for student abilities.in this case, condition in the class are very influential in the students learning process, that's why using an effective method by using an animation video can make students more cheerful and have concentrate fully on the learning material. Based on the researcher's experience in teaching narrative text, the students are still confused about the understanding of Narrative text. So, they need attention to make them interest in the teaching and learning process to understanding Narrative text. Therefore, this study purposes to research about the teacher's strategies in teaching and learning process by an Animation video about narrative text in classroom with teachers in SMA Negeri 2 Medan.

1.2 The Problems of the Study

Based on the explanation on the background above, the problem occurs due to the fact the students aren't capable of know how the component of structure and language features in Narrative text. The problem is formulated as follows:

1. What are the teacher's strategies in teaching narrative text by providing an Animation video that occur in the classroom during the learning process?

2. How is the teaching and learning process of Narrative Text can be well understanding for students by providing an Animation video?

1.3 The Objectives of the Study

1. To find out what are the teacher's strategies in teaching narrative text by providing an Animation video that occur in the classroom during the learning process

2. To investigate how is the teaching and learning process of Narrative Text can be well understanding for students by providing an Animation video

1.4 The Scope of the Study

For the scope of this study, the researcher limit this study to focus only on the teacher's strategies when teaching the narrative text by providing an animation video to knowing the student's understanding the material of narrative text.

1.5 The Significances of the Study

The significances or use values of this research may lead to the following results:

1.5.1 Theoretical Aspects

The results of this study may be useful for teacher in teaching narrative text through the use of animation video to attract the student's attention and improve students' understanding of the component, language features, and structure of narrative text.

1.5.2 Practical Aspects

a. For teachers, teaching narrative text in the classroom using an animation video can be useful as a learning process.

b. For students, the students can understand of Narrative text easily and enjoy the learning process.

c. For researcher, the understanding of teacher's strategies can be useful for the researcher to be a good teacher in the future.