

INTRODUCTION

This chapter provides the background of this study, statements of problem, purposes of the study, limitation of problems, significance of the study, research methodology, and organization of paper.

1.1 Background of the Study

In the process of formal teaching of four basic language skills (listening, reading, speaking and writing) in school, writing tends to be considered as the most important skill to master. Byrne (1983) assumes that writing is important and paradoxically, we can only improve our spoken language by writing. Besides, writing also can be a tool for students to express their feelings, ideas, or opinions.

However, many students think that writing is the most difficult skill to master. Alwasilah (2001) believes that, compared to the other skills, writing is perceived as the most difficult to acquire for some reasons. One of the reasons that make writing becomes the most difficult skill to learn is there is no idea to be developed. Additionally, it is a difficult subject because in writing we not only have to share ideas from our brain but also we have to be clever to choose and combine the vocabulary to create something that is meaningful. It is not easy to translate concepts in our brain to be a written text. In line with this reason, Nation (2009) states that students may have no difficulties in gathering ideas but may experience great difficulty in turning these ideas into a written text. Furthermore, Hyland (2003) claims that writing is the most important skill that second language students need to develop.

Although writing tends to be important skill to master, Rijlaarsdam (2005) argues that writing is a complex task. To make good writing students need to go through several steps such as prewriting, planning, writing and revising drafts, and go to the final writing. It takes time to compose a piece of writing. Writing is a gradual activity involving stages like setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing (Hedge, 2000). Therefore, students require process, practice and some steps to be able to write and become a good writer.

For that reason, variations in teaching writing are needed. The Teachers should find a method or effective media to encourage students' interest and to build their self confidence in writing. Lynne (2001) admits that students' interest is one of the main factors to achieve the goal of teaching learning of English. Therefore, animation video is used as a medium to help the teacher to increase students' motivation in learning writing. Brown (1983) considers that in teaching learning process there are three kinds of media namely audio, visual, and audio-visual. Moreover, Animation video is one of the audio – visual kinds that can be used in teaching writing narrative text. Mackenzie (1972) explains that the use of audio-visual materials in a whole range teaching seems to add clarity and precision to the way content of a particular lecture or teaching session is presented.

Animation videos have been popular in teaching learning process. Animation videos allow students a look at situations far beyond their classrooms. Students not only can hear language but also can see the situation that happens in

the story, so students try to rewrite the story in the video. Reyes (2011) admits that movies or videos are a break from the norm and give students authentic listening practice. One scene can be used as the basis for skills practice which includes grammar, listening, speaking, reading, writing, vocabulary, and pronunciation.

Related to narrative writing, in this case animation videos can be narrative story because the videos show sequence of events and conflict. Besides, animation videos can help teachers to increase students' writing skill. Teachers can give new atmospheres in their class so that the students have big enthusiasm in teaching learning process and they can also enjoy writing class. Lavery (2008) says that film and video are very effective ways in motivating and helping students to understand language.

Based on the explanation above, this study tries to investigate the benefits of the use of animation videos in teaching writing narrative text and find out students' responses about the use of animation videos. Further, this study is expected to have some contribution for language teaching especially in teaching writing.

1.2 Statements of the Problems

The study is conducted in order to answer the following questions:

1. What are the benefits of the use of animation videos in teaching writing narrative texts?
2. What are the students' responses toward the use of animation videos in teaching writing narrative texts?

1.3 Purposes of the Study

The purposes of the study are as follows:

1. To identify the benefits of the use of animation videos in teaching writing narrative texts.
2. To find out students' responses toward the use of animation videos in teaching writing narrative texts.

1.4 Limitation of the Problems

The research will only focus on the benefits of the use of animation videos in teaching writing narrative texts and students' responses toward the use of animation videos in teaching writing narrative texts.

1.5 Significance of the Study

The results of this study are expected to contribute and give some informative inputs to the teaching and learning of writing in English subject

especially for English teachers and English students. For English teachers, this study can be helpful for them to choose a certain new technique in teaching writing narrative texts. Besides, this study also can be one of references for them to teach writing narrative texts in enjoyable ways. For the students, it can help them to make a good narrative text since it can lead the students to arrange the sequence of events of the story.

1.6 Research Methodology

1.6.1 Research Design

This study employs a qualitative design which aims to identify the benefits of the use animation videos in teaching writing narrative texts and students' responses toward the use of animation videos in teaching writing narrative text. Bogdan and Biklen (1982) explain that qualitative design has the natural setting as the direct source of data and researcher is the key instrument.

1.6.2 Site and participants

According to Sugiyono (2011), participants are a group of people or things involving their characteristics and qualities that become research subject. In this study, the participant is second grade students of one of junior high school in Bandung.

1.6.3 Data Collection

The data are collected from several instruments namely observation, field notes, interview, and document analysis. First step is the observation, where

the researcher took part as a participant observer to investigate the students' learning activities. Stainback (1988) argues that in participant observation, the researcher observes what people do, listens to what they say, and participates in their activities. The observation will be conducted by directly observing and videotaping the practice of the use of animation videos in teaching writing narrative texts.

Then, a field note is used to record students' behavior and any detailed information about teaching and learning processes that are not recorded in videotaped. Gibson (2009) claims that field notes are records of observation work. They can take a variety of forms; highly structured record of the event, loose analytic notes, or combination of the two.

Next, the interview is conducted to find students' responses toward the use of animation videos in teaching writing narrative texts. Esterberg (2002) assumes that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic. In this study, the interview will be conducted with nine students from different levels of achievement.

Finally, document analysis is used to support the data. Yin (1984) states that documents can be letters, memoranda, agendas, study report, etc. The study gathers the documents of teacher's lesson plan, syllabus and students' narrative writings.

1.6.4 Data Analysis

After collecting the data, the results from several instruments will be analyzed by a number of procedures. The data which are gained from interview are interview script; the result of observation will be a field note. At first, the interview script is explored and coded to get students' responses toward the use of animation videos. Then, the field note will transcribe the interaction between teacher and students in the classroom. It is expected to describe general description of the practice of the use of animation videos in teaching writing narrative texts. The field notes or transcriptions will be explored and coded by focusing on two aspects which include students' responses and benefits of the use of animation videos.

The next step of data analysis is presenting the data. After the data have been transcribed and classified, then the data will be presented in descriptive form. Finally, the next step is taking conclusion of the whole presented information.

1.7 Organization of the Paper

The paper will be presented into five chapters, as follows:

Chapter I: Introduction

This chapter provides the background of this study, statements of problem, purposes of the study, limitation of problems, significance of the study, research methodology and organization of paper.

Chapter II: Theoretical Foundation

This chapter consists of theoretical foundation in this study, which serves as base for investigating the research problem.

Chapter III: Research Methodology

This chapter discusses some aspects of methodology to answer two questions previously stated in chapter I. This chapter covers the research design, the clarification of terms, the site and participants, the data collections, and the data analysis.

Chapter IV: Findings and Discussions

This chapter presents the findings and the discussions of the data.

Chapter V: Conclusions and Recommendations

This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter four.