

CHAPTER I

INTRODUCTION

This introduction discusses research background, research problem, the research objective, scope and limitation, research significance and the definition of the key terms.

1.1 Research Background

English is a globally recognized language. As a result, it is taught in Indonesia at many levels of education, including junior high school and senior high school. As a result, it is to prepare future generations to tackle the globalization period. English is widely used since it is a global language. We can find it in our daily lives, and people are compelled to know how to use it. The English language is classified as a foreign language in Indonesia. Language has been increasingly important in Indonesian education. It has even become a required subject in primary schools and universities.

Learners must master some language components in English, such as pronunciation, vocabulary, grammar, and so on. There are also four language skills to consider: listening, speaking, reading, and writing. According to the Junior High School curriculum, students must create a simple text in both spoken and written form. Furthermore, the goal of teaching English in Junior High School is to impress on the discourse level, not just to teach vocabulary, grammar, or to introduce a new dialog with a

certain theme. Students should learn writing based on specific books at this level of education.

One of the four English language skills that taught at a junior high level is writing. Fadhila and Fatimah (2020) stated that writing is more complex and difficult rather than other skills, because students have to fill the criteria of good writing which include all of the components of writing. Writing serves as a method to produce a work that is influenced by a number of factors, including vocabulary, grammar, organization, spelling, and punctuation. According to Sapkota (2012:70) cited by A Harris, M Ansyar, D Radjab (2014) Writing is a process of transferring ideas into written form that is understandable. “writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey”.

According to the curriculum, Junior High School pupils must be able to write five different types of texts. Descriptive, narrative, recount, procedure, and report text are the types. Cited in Fadhila and Fatimah (2020) according to Sudarwati and Grace (2005), recount text is a text to tell something that happened in the past. The purpose of a recount is to give and tell the reader and listeners what have occurred in a series of events and where or when it happened. They might know about recount text and able to retell their experiences or events in the correct form. Learners are required to be able to accurately recall their experiences or events. It is important that

they are understand with the language features of recount. Additionally, students are able to organize their ideas into a recount text according with the generic structure of recount text itself. So that they can write something that is factual and suitable. These tenses include the use of the past tense. According by Aprilina, and Tirtanawati (2020). There are three generic structures for writing recounts: orientation, event, and reorientation. orientation is an introduction at the beginning of the paragraph, events is a sequence of events that will be written to inform the reader, and the last is reorientation which is optional and usually contains an impression message for the reader.

Based on interviews with English teachers at SMPN 7 Palangkaraya, information was obtained that the average score of Grade VIII students in understanding English Recount Text about Personal Recount. Especially VIII-1 does not meet the KKM. In terms of academics and extracurricular activities, this class is regarded as exceptional, despite their scores not meeting the KKM.

Researchers still have not been given permission to know the score of students at school. Because researchers have not been given a research permit at school. But based on the interview, it was found that the grades in class VIII-1 were still unable to meet the KKM.

According to Ningsih (2021) using teaching media is one of the ways that can be chosen to support the process of teaching. Among so many media available, digital media is the best choice to be used. Another advantage of

video media is its ability to visualize subject matter for students Agustiningsih, (2015). One of a kind digital media that could possibly support the teaching of recount text is YouTube. Ningsih (2021) also stated that video in writing class will create contextual learning because video not only bring information in attractive way but also entertain the students. Anyone can store brief videos on the well-known web video sharing site YouTube for personal or public viewing. YouTube offers a platform for video sharing with friends and family as well. YouTube videos are used in teaching learning to deliver teaching material and make it easier to achieve goals. YouTube videos in writing skills help students understand the content and most contain a wealth of cultural materials that can be used with minimal preparation. YouTube videos contribute significantly to the content and process of language learning, particularly in terms of interest and motivation.

YouTube videos offer language comprehension activities. Using structured visual elements, listening to the right stress or intonation, spelling, and pronunciation, as well as creating oral exercises by paraphrasing or retelling stories and paying attention to language patterns. According to SN Anggraeni (2012) YouTube video also helped the students to develop their writing skill by stimulating the students through visual elements orderly, such as: (1) the used of right words (word choice) in any circumstances in the different purpose and functions; (2) the story is well organized and clear in order to organize the thought, argument, and logical

well; (3) the speakers spoke fluently with the appropriate language structures; (4) the implementation of correct grammatical sentences in chronological events; (5) the speakers produced correct spelling of the word and punctuation.

Based on interviews with teachers. Information was also obtained that Grade VIII students had never studied Recount Text using Animation Educational Video as a learning media before.

YouTube videos have emerged to be the most effective medium for teaching learning, particularly writing, to junior high students. Starting with the difficulties encountered during the writing teaching learning process, the researcher strongly believes that YouTube's videos are one alternative media that could be used to develop students' writing skills. The types of videos used to teach students writing skill recount text are animation educational videos of recount text. That kind of videos meets the standard of recount text such as, the generic structures and the language features.

The advantages of YouTube as a learning media are informative, which means that YouTube can provide information, including current scientific and technological developments. YouTube is cost - effective, as it can be accessed for free via the internet network. YouTube is practical in terms of information. Shareable YouTube videos can be easily shared by sending a link.

To draw students' attention, learning media in the form of video especially educational animation videos can be introduced. Visual stimuli

have a greater impact on students than traditional textbooks. Students are encouraged to interact with both the concept and the content by using visual content such as videos and animations. Video animations, in particular, help students understand lessons because they can be as entertaining and unique as they are. There are some advantages of using educational animation videos, such as; the animation videos visualize subject for better understanding. Make learning faster, because of the animation videos provide a images visualization right away. YouTube animation educational videos can be accessed at any time and from anywhere, providing learners with the flexibility to learn at their own pace and on their own schedule. Animated videos are often entertaining and engaging, helping to keep learners motivated and interested in the content being presented. YouTube animation educational videos are often available for free, providing an affordable learning resource to learners who may not have access to more traditional educational resources. Also, YouTube animation educational videos allow learners to customize their learning experience by pausing, rewinding, or fast-forwarding through the video, enabling them to focus on specific areas of interest or difficulty. As a result, students would grasp the lessons more quickly.

Based on the background above, the researcher wants to determine whether using Animation Educational videos to teach writing recount texts to eighth-graders at SMPN 7 Palangka Raya has any significant effects.

The researcher did conduct three stages of research in the following order: Pre-test to find out the standard scores of class VIII-1 students before treatment, then treatment had been carried out using learning media, using recount animation video “My Sister Experience” from YouTube, then to find out the effectiveness of using learning media that has been used, the researcher conducted a post-test.

1.2 Research Problems

Based on the research background, the problem of this research was there any significant effect or not of using Animation Educational Video for Students’ writing skill of recount text at eighth grade students of SMPN 7 Palangka Raya”

1.3 Research Delimitation

Based on research background, the delimitation of the research was the used of animation educational video about recount text, the video presenting about personal recount text. The indicators will be evaluated such as; social function, generic structure, and language features. The research sample are from Eighth grade students at SMPN 7 Palangka Raya.

1.4 Research Objectives

To find out the effect of using “My Sister Experience” Animation educational video gives an effect towards student’s writing skills.

1.5 Research Significance

Theoretical: This research can be as the reference for the English teacher to understand of the theory writing recount text or the procedures of teaching using Animation Educational video.

Practical: As a reference how implement the animation “My Sister Experience” to increase student ability in writing recount text.

1.6 Definition of Key Words

In order to clarify the key terms used in this study, some definitions were put forward:

a. Youtube

YouTube is a popular video sharing site that allows registered users to upload and share videos with anyone who has access to the site. YouTube is a global online video sharing and social media platform. YouTube is a modern technology that can help with the teaching and learning process. YouTube videos are used in teaching learning as a means of providing teaching materials to more easily achieve goals. YouTube videos on writing skills to support students write easily. Contains a lot of cultural material that can be understood and used with little preparation in most cases.

b. Animation educational videos

Animation educational videos are animations produced for learning purposes. Video and animations can help students visualize the lessons and process them better. Video animations, in particular, help students

understand lessons because they can be as entertaining and unique as they are.

c. Video

Video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media.

d. Writing Skills

Writing skills is an ability to expressing idea in written language and graphic symbols so the readers can understand the message. From the statements above, it can be concluded that writing skills is where the students can put their ideas into sentences, words, and paragraphs that are easily comprehended by the readers.

e. Recount Text

A recount text is a text that tells you a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that “rounds off” the sequence of events. Its purpose is either to inform or to entertain the audience. From the statements above, recount text is a text which retells event or experiences in the past.