

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, significance of the study, the operational definition and scope of the study.

1.1 Background of the research

In Indonesia, English is learnt by students as a foreign language. It is a compulsory subject for students from the Junior High School up to the Senior High School. English is taught to the elementary school as local content subject. English has important role in this modern life, one of important function is supporting people can communicate with English in many aspect of their life. Such as to used to exspress felling ideas, opinion, and thought to other in oral or writen language. Furthermore, the purpose of teaching English to students in Junior high school level is to make them understanding and to be able develop communication skill in the form of spoken and writen.

According to Heaton (1991:135) writing skills are complex and sometimes difficult to teach, requiring the mastery not only of grammatical and rhetorical devices but also of conceptual and judgement elements. It means that teaching writing ability is difficult task because in writing ability, the students not only capable in grammatical and rhetorical devices but also they are able to conceptual their idea and they should to select, organize and order relevant information in

their writing. In addition, Harmer (1998:79) states that the reason for teaching writing to the students of English as a foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right.

In fact, the students usually get difficulties in starting their writing. They may be frustrated with writing as a result of limited vocabularies and grammatical structure to convey what they know and what they want to say (Hughes, et.al.,1983:6). In addition, writing is a complex and material difficult to teach and to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual judgemental elements (Heaton, 1991:135). For the above statements, it can be said that is not easy for students to write target language well. The teacher should create activities that motivate the students how to write well when teaching writing.

In the informal interview with the English teacher of SMPN 1 Ajung, the teacher said that there were some problems in teaching learning process of writing faced by the VIII-G students. Those problems are lack of vocabularies, the difficulty in choosing appropriate words during writing process, inability to connect some ideas in the passage and insufficient mastery of basic grammar and structure, and sometimes they can speak what they think, but it will be different as they began writing. So, the strategy on this research are think pair share and open the dictionary. Then, in the informal interview with the students VIII-G of SMPN 1 Ajung proved that they are unmotivated because the teacher teach with monotonous method and the students score were still low that is 55% of the

students got 73. Moreover, the teacher only used textbook in the teaching and learning process.

To solve the problems; the researcher can use strategy, technique, method or media. Here, the researcher uses media to stimulate the students' idea. Media is one of the ways to help the teachers in teaching and learning process. Media of education aims to develop systematically students' critical and creative power through analysis and production of media artifact (Goodwyn, 1992:12). It is considered to be very useful especially for the second language learning because it can make the teaching and learning process more interesting. Besides, it also functions as one of the aids to help and facilitate the students' understanding of the materials.

There are a lot of media that can be used by the teachers in the teaching and learning process. One of them is using videos. Using video as a media could attract the students to writing ability and also motivate them to be more actively involved in classroom during the teaching learning process. Video is one of media that can be used by the teacher in teaching and learning process especially in writing paragraph. Moreover, Lonergan (1984:5) says that video presentation will be intrinsically interesting to language learners: the learners want to see more, ask questions, and follow up ideas and suggestions. He also says that by generating interest and motivation, the video films can create a comfortable climate for successful learning. This research uses Masha and the Bear videos, because Masha and the Bear videos are funny and have several episodes. It can help the students to find ideas or imagination to write narrative paragraph. Thus, we believe that it would be able to improve narrative writing ability of the students.

In relation to the problem, the researcher will conduct a research entitled “Improving the VIII-G students’ Writing Ability by using Masha and the Bear Videos as a media of SMP Negeri 1 Ajung in 2015/2016 Academic year”.

1.2 Problem of the Research

Based on the background of the research in the previous part, the problem of the research is as follow:

1. How can the use of Masha and the Bear videos improve the VIII-G students writing ability at SMP Negeri 1 Ajung in 2015/2016 academic year?
2. How can the use of Masha and the Bear videos as a media improve the VIII-G students’ active participation in teaching and learning process of writing ability at SMP Negeri 1 Ajung-Jember in the 2015/2016 Academic Year?

1.3 Objective of the Research

In accordance with the problem of the research, the objective of the research is:

1. To describe how Masha and the Bear Videos can improve the VIII-G students’ writing ability at SMP Negeri 1 Ajung in 2015/2016 academic year.
2. To know how can the use of Masha and the Bear videos as a media improve the VIII-G students’ active participation in teaching and learning process of writing ability at SMP Negeri 1 Ajung-Jember in the 2015/2016 Academic Year.

1.4 The Operational Definition

It is essential for the researcher to make the operational definition of the terms related to the variables of the research. This operational definition is needed to avoid misunderstanding and misinterpretation of the topic. The terms to be defined operationally are the English writing ability and the use of video.

1.4.1 Writing Ability

Writing ability in this research is linked to the scores of the students' narrative writing test about fables (Masha and the Bear) with the topic being taught by using video. It based on the aspects of grammar, vocabulary, mechanic, organization and content.

1.4.2 The Use of Video

In this research, the use of video mean using cartoon video (Masha and the Bear) consisting of 4-5 episodes for teaching writing. In conducting this lesson, the reseacher will teach in the multimedia room by using laptop and viewer.

1.5 The Significances of the Research

The significance of the study are expected to give some benefits theoritically and practically:

1.5.1 Theoritical Significance

Hopefully, the finding of the research can be used as an input for the English teacher to using Masha and the Bear videos as a media in teaching English especially in teaching writing. Thus, the teacher can select the most appropriate media in teaching writing.

a). For the English teacher

This study can give a contribution to other teachers to innovate learning strategy, especially in utilizing videos to increase both teaching learning quality and the students' writing ability.

b). For the students

The result of the observation is hopefully useful for the students to improve writing ability and motivate them in learning writing by using video. Moreover, the result can be an alternative to overcome their problems and boredom in learning writing.

c). For the Future Researchers

The research result can be used as a reference for other researchers to conduct further research dealing with similar problem by using different research design.

1.5.2 Practical Significance

Through Masha and the Bear videos as a media that is applied in teaching and learning process, student hopefully will know the new situation in learning writing. The results of this research are expected to give contribution to the English teacher, students and the future researchers.

Video in this research is used as teaching media and materials to teach about writing narrative text.

1.6 Scope of the Research

The research focuses on using Masha and The Bear videos to improve students' writing ability and students' active participation in the teaching and learning process in writing. This study will be conducted at SMP Negeri 1 Ajung. The subject of this study are VIII-G class students of SMP Negeri 1 Ajung. The type of the text is narrative text. The text used to the test must consist of at least 10 sentences. Further, Masha and The Bear videos focus on some titles of Masha and the Bear ("How They Meet", "Egg of Penguin", "Laundry Day", and "Jam Day",) videos taken from [www. youtube.com](http://www.youtube.com).