CHAPTER I
INTRODUCTION

This chapter provides an overview of the study. It covers the background of the research, research questions, research purposes, research significances, rationale, and previous studies.

A. Background

Writing is regarded as one of the essential parts of language skills. Related to this, Hirano (2010) stated that writing as one of the communicative skills rather than language skills (speaking, listening, and reading). Writing was defined as indirect communication between the writers and the readers Khomariyah (2013). However, (Murcia cited in Prasetyaningrum, 2017) argued that writing activity is concerned with the interactive process happening between the writer and the readers by the text. Therefore, writing is necessary for the writers as the tool for conveying information and ideas to the readers through the text.

Related to the importance of writing, Robert (2009) stated that writing is an efficient learning process which objectives to develop ideas, clarify thinking, and learn new concept and information. In line with this, Hedge (2005) also argued that there is a requirement to organize the development of ideas and information; ambiguity must be avoided through accuracy. It means that the writer is supposed to focus on grammatical devices to select appropriate words or sentences to build a feasible meaning to the subject matter and reader.

Moreover, EFL students, especially at the high school level have a challenge in writing a text. Students need more practices and improve their vocabularies to make them easier to write the texts. To support this statement, (Peha cited in Sari, 2015) argued that writing is a process,
not a product. It also needs a guidance and practice. Related to this, the teacher needs to reinforce students' motivation and manage the classroom activity in order to create an effective lesson.

Based on the pre-observation conducted in the tenth grade of a Vocational High School in Bandung, there was a problem of students in the tenth grade. The English teacher reported that some of the students still have low scores in English, especially in writing text. Based on the curriculum 2013 the descriptive and narrative texts were delivered for students in grade X of vocational high school. The descriptive text was provided in the first semester meanwhile the narrative text was provided in the second semester. The practicing of narrative text was still difficult for some students, especially for them who less motivation in writing.

Furthermore, to enhance students’ motivation, the teacher needs to provide more examples and practices of narrative texts. Narrative texts are full of events with an unpredictable place and well-structured chronological of the time Nicholson (2010). The narrative text story is almost related to the real life. Narrative text is usually formed as the description or chronology of stories Diana (2003). The statement is also supported by Widayati (2003) the narrative text tells the event of each part of the story as if it would happen. Therefore, the narrative story not only helps students to remember the sequence of stories but also relate it to their life.

The implementation of video as the media helps the students in developing their ideas through watching some examples of narrative stories. According to Anggraeini (2012), videos help students in generating ideas, organizing ideas and choosing the correct words and sentences to connect paragraphs in the writing. In line with this, the video that was taken from YouTube appropriate to be used for teaching, Mayora (2009) stated that using YouTube in the writing
classroom is effective to help students in writing. Therefore, the writing process could be easier after watching the videos.

Related to the use of YouTube video, Barbeau (2010) has reported on his research, he stated that by using YouTube video in teaching writing could help students in several aspects; appeal to digital natives, improve the students' awareness to reduce the problem between students and teacher, and the classroom activity becomes conducive. In line with this, there is a study concerning narrative videos to help a teacher in teaching the narrative text. This research is conducted by As'ari (2018). Based on this study, concluded that using online video on YouTube has a high potential to be used in classroom activity. Therefore, the online video helped the teacher in completing previous materials and reducing the students' boredom in learning.

Therefore, after watching the examples videos of narrative students are expected to be more enthusiastic to learn English in the class, as well as build their ideas more smoothly. Related to this, the relationship between watching narrative videos toward developing students' ideas could help the teacher in presenting materials in the classroom. The videos present the stories for students to develop their ideas and provide the illustration before they begin writing the narrative texts.

Related to the present study, videos helped teacher in the process of delivering materials. According to Stover & Veres (2013), video is a medium which provides benefits for higher education on teaching and learning process. To create successful teaching and learning in the classroom, both of teachers or students need to operate technology correctly. In line with this, (Reece, 2013) stated that some teachers may feel unconvinced of their potential benefits and may still worry of new technology, so they need to adapt. Therefore, the ability of operating
technology and preparing media of teaching is very important to create a successful teaching and
learning.

To conclude, this present study is different from the previous studies. Based on the
explanation above, this research was more focused on implementing videos to develop students'
ability in writing narrative text. In addition, this study is more concerned with attaining the
teacher's and students' responses after being exposed to short story videos. Therefore, the
research is conducted with the title "TEACHER’S AND STUDENTS’ PERCEPTIONS ON
THE USE OF SHORT STORY VIDEOS TO TEACH WRITING NARRATIVE TEXT."

B. Research Questions

Based on the explanation above, this study is intended to answer the two following
research questions:

1. What are the teacher's responses to the use of short story videos for teaching narrative
text?

2. What are the students' responses to the use of short story videos to develop ideas for
writing narrative texts?

C. Research Purposes

From the research questions above, this study is aimed at obtaining three following goals:
1. To find out teacher's responses toward the use of short story videos for teaching the narrative text.

2. To find out students' responses toward the use of short story videos to develop ideas for writing narrative texts.

D. Research Significances

This research is significant in two areas; including theory and practice.

1. Theoretical

a. For Teacher

This research is very useful to add knowledge of English teaching by using media; particularly about providing videos to develop students’ ability in writing narrative text. In addition, the media could be implemented by the teacher in the process of conveying English materials in the classroom.

b. Researcher

This research is obtaining at three objectives; the first, this research provides the useful information and references related to the topic discussed. The second, the process and result of conducting this research become a reference for the further research. The third, the result of this study could be a reflection for selecting the appropriate media to be used for delivering narrative materials in the classroom.

2. Practical

a. Students
This research significance to introduce the examples of narrative stories through watching short story videos. Secondly, these videos are presented to develop students' ideas in writing narrative texts.

b. For Teacher

First, this research is used as an example of using media in teaching the narrative text. Second, by watching the videos the time setting could be more effective. The teacher should not explain a lot in front of the class.

E. Rationale

Writing is defined as the difficult skill to be mastered by EFL students. Related to this, Chin (2008) argues that writing is a challenging activity, especially for non-native English students. It means the process of writing needs to be practiced by the students in the English lesson. Moreover, Nunan (2003) states that writing defines as the process and product. He also adds that the writing process is fulfilled through some steps such as; draft, edit and rereads. On the other hand, writing is defined as the complex process of arranging ideas to produce better written work.

Moreover, the writing process is divided into three steps consists of; prewriting, drafting and revising Onozawa (2001). The process of writing helps the teacher in deciding the writing level of students. Moreover, these steps could be practiced by students through writing the texts. There are some types of texts in English such as; narrative, descriptive and exposition (Hyland cited in Mulyaningsih, 2017). On the other hand, each text has different generic structures and language features, and it has the social functions of the texts Lee (2001).
In writing the texts, students need to consider several requirements. In line with this, Harmer (2004) states that students need to consider a number of different factors in writing genres of the texts. Based on the statement, the students need to consider some factors in arranging the text. Hazel (2007) argues that narrative has many genres and distributes among different substances as materials that create to receive man's stories. Besides the genres, the narrative has the generic structure.

Furthermore, narrative concerns with the time sequence and actions in the past times. According to Pardyono (2007), narrative text is a kind of text that tells the past events to show the problematic experience and resolutions. The narrative text plays an important role in enhancing students' imagination. A narrative is the most common of writing because the writer just tells his/her story without any purposes, as cited in Purba (2018). It means writing narrative text allows the writers to generate their ideas widely.

Moreover, to create a successful writing narrative, the teacher needs to use appropriate media to teach in the classroom. In line with this, Arsyad (2005) states that media are considered as mediators or connectors from sender to receivers. In addition, using media creatively could take students to learn better. According to Siregar (2004), there are several functions of media; provides knowledge about learning goals, motivate students, present the information, stimulate the discussion, and so on.

Related to the use of media, the electronic media appropriate for teaching language materials. Roberts (2010) states electronic media is the resource for enhancing language skills such as listening, speaking, and writing. According to Webcrawler (2013), the electronic media consist of; audio media, visual media, audio-visual media, project media, and non-project media.
This present study is concerned to use audio-visual as the media for conveying short story videos. In line with this, Mayer (2001) argues that a video is a form of multimedia which conveys two aspects of simultaneous channels, they are visual and oral. Therefore, students are supposed to produce a better writing text after watching the examples of video stories.

Overall, in applying the instructional video, one must consider several things especially the content. In selecting the effective and appropriate video, Catlin (2013) stated that the video must be clear objective, accurate content, and the creator of the video is an expert. On the other hand, the video of narrative text must be appropriate and accurate with the lesson in the classroom. Thus, the English teacher must select appropriate videos for students to learn narrative text.

F. Previous Research

There are four previous studies concerning the importance of writing narrative text and using narrative videos. The results of the previous studies were useful as references for consideration in this present study.

The first previous research which entitled “Evaluation on The Use of Animated Narrative Video in Teaching Narrative Text” is conducted by As’ari (2018). The writers are more focused on an evaluation of the educational YouTube videos and its influence on the students' learning development. This research is conducted in a mix method design. The quantitative method is applied to examine the validity of the educational videos by using rubric adapted from PEI (Personal Experience Inventory) of the Department of Education. After collecting the data, the evaluation rubrics are analyzed by using SPSS. Meanwhile, the qualitative method is used to evaluate narrative videos which are created by Indonesian people.
The results prove that evaluation videos improve the quality of educational videos which are created by experts or people in an educational institution in order to facilitate teachers in teaching narrative texts. The videos must be appropriate to support the teaching and learning narrative for both teacher and students. Therefore, the process of delivering narrative text materials is supposed to be more interesting and meaningful for students.

The second research of the narrative topic was developed by Ganda (2014). The researcher raises the topic of improving students' ability to write narrative text by using pictures. These pictures help the teacher in facilitating students in order to enhance their writing abilities. The data is conducted by using classroom action research. The action research employs five research instruments; they are quantitative data, diary notes, observation sheet, interview sheet and questionnaire sheet. Based on the result of applying all the instruments, the researcher found that students are involved in the classroom by applying media pictures. The result of this research shows that after using picture there is a significant improvement to the students' writing ability.

The third research related to narrative text is developed by Sari (2015). The researcher used the title "Improving Students' Writing skills in Narrative Text by Using Semantic Mapping". This study is similar to the second research which applies classroom action research. The quantitative data are conducted using a test, while the qualitative data were taken using a questionnaire, observation, and interview.

The result of this study concludes that after using semantic mapping, the writing of narrative text in the class runs successfully in some ways; the first, the grammar scores of students improved significantly. In the first average, the score of the indicator was 50.7, while in
the second average the score was 54. 2. The second, teaching and learning activities using semantic mapping was effective. It proves that students have great self – confidence.

The fourth study is closely related to the present study. This research was released by Indrasari (2010). This study is conducted a classroom action research which using video as the media. The participants of this research are the eight students of Temanggung Junior High School. The action research is divided into two cycles; the first cycle is divided into four meetings, meanwhile, the second cycle was provided for three meetings. Every meeting consisted of four steps, they are; planning, implementation, evaluation, and reflection.

The result of this research is divided into two points; the first result shows that the positive improvement of students' attitudes toward writing during the teaching and learning process. The second result shows that using short video could improve students' writing skill because they get easier in generating and organizing ideas on their writing.

In this present study, there was a difference from the previous studies; the research was conducted by using a qualitative method. There are two instruments of the research, they are; interview and questionnaire. The interview session is purposed to attain the teacher's response toward the use of short story narratives in teaching narrative. In addition, the interview tends to attain responses on teacher's experiences in teaching and delivering the narrative text. The next is using questionnaire. The questionnaire is conducted to obtain students' response after watching the short story video. Furthermore, the result is supposed to help the teacher's necessities in conveying English materials through the media of teaching writing.