CHAPTER I

INTRODUCTION

A. Background of Study

In teaching activity, teachers are required to be able to build a pleasant learning atmosphere. To builds such an atmosphere, teachers have to adjust themselves and their teaching techniques with students' interest. Considering this digital era, teachers cannot avoid technology as a thing that cannot be separated from students. There are so many kinds of learning media nowadays that is close to them. They can access it wherever and whenever. According to Stosic (2015), new generation students have been ready to use technology in learning. This kind of media can improve students' cognitive knowledge. Because of that, this media must be included in future curricula. Moreover, teachers should apply and improve technology in their teaching activities.

Based on a preliminary study conducted at a junior high school, it is found that students had low motivation to learn writing. They consider writing as a difficult work because they cannot easily arrange sentences. Therefore, an effective strategy is needed to improve students' ability in writing. In this study, narrative text is chosen considering that characteristic of narrative text is to entertain that hopefully can help students to enjoy the writing process.

Silent short movie and silent webcomic can be potential to be used as a media for teaching narrative writing. Agnes (2016) states that Indonesia is the biggest country which has access webtoon as webcomic application from Korea. This statement is supported by Susilo (2013) who says that Indonesia is in the second place of the most manga (Japanese comic) readers in the world. The data can be a reference for teachers to use the webcomic as a learning media as said by Bolton-Gary on Nurinayati et al., (2018) who state that emotional and visual elements, including digital comics, can help students to understand conceptual materials. That statement support teachers' need for new media to teach the English language more attractively.

On the other hand, movie is also an entertaining feature that can be accessed easily by students from their mobile phone. Sari and Sugandi (2015) state that movies give students real-life language which they usually get from speaking language which is more difficult to be understood. The movie as digital multimedia learning can also make students enjoy learning because they do not feel like learning, but it feels like watching to entertain themselves. The statement is supported by Madiyoh and Putro (2018) who state that movie as learning media can reduce boredom in the learning activities. Besides that, it can also improve teachers' teaching quality.

Research regarding silent movie to improve student's writing ability has been conducted by Kartika et al., (2017) who concern to find about the effects of the silent short movie on EFL writing achievement of vocational high school students. Also, research regarding Improving Students' Writing Skill Through Textless Comic has been conducted by Pratiwi (2017). It uses Doraemon comic to deliver students writing skills. The research entitled Teaching Writing Narrative Text by Using Webtoon Digital Comic to Senior High School Students has also been conducted by Fatimah and Raulan (2018).

The differences are, the research conducted by Kartika et al., (2017) give written outline story of the silent movie to the control class and teach the class with conventional teaching writing style, while the experimental class is showed by the silent movie directly. On the other hand, the research conducted by Pratiwi (2017) using textless Doraemon comic as a media to teach narrative text. The researcher cleared the dialogue that already written in the printed comic before. Then, the researcher asked the students to fill the dialogue and write a narrative text based on the dialogue they wrote and their interpretation. Furthermore, Fatimah and Raulan (2018) were using webtoon comic to enrich students' literacy before writing the narrative; the comic was not used to be interpreted by the students into narrative text. In this current study, the silent webcomic and silent short comic are not prepared to enrich students' literacy before writing. Both media have different plot story that students need to interpret and transform it into their writing. Either the

comic or the movie do not need the dialogue nor mute the sound because it is already served as webcomic without dialogue balloon and movie without sounded dialogue.

Different from the previous research, these two media are presented as innovation in teaching writing. So the new types of media and the stories presented are still fresh. Students are not bored with narrative stories which are usually only tales they already know. This study uses a different kind of media, takes a different focus, setting, and object of the study. The researcher entitled this study as **"Using Silent Short Movie and Silent Web Comic to Enhance Students' Ability in Writing Narrative Text" (A Comparative Study at the 3rd Grade Students of SMPN 20 Bandung).**

B. Research Questions

The problem in this research are formulated in the following questions:

1. How is the process of students' learning writing narrative text by using silent short movie and silent webcomic?
2. How significant is the improvement of the ability in writing the narrative text of students who are taught by using silent short movie?
3. How significant is the improvement of the ability in writing the narrative text of students who are taught by using silent webcomic?
4. Which one is more significant resulting improvement of students' ability in writing narrative text, the use of silent short movie or silent webcomic?

C. Research Purposes

The purposes of this research are formulated in the following statements:

1. To find out the process of students' learning writing narrative text by using silent short movie and short silent webcomic.
2. To find out the improvement of the ability in writing the narrative text of students who are taught by using the silent short movie.

3. To find out the improvement of the ability in writing the narrative text of students who are taught by using the silent webcomic.

4. To compare the improvement of students' ability in writing narrative text by using silent short movie and silent webcomic.

D. Research Significances

1. Theoretical significances

   a. To produce an update knowledge in English Language Teaching, especially in writing narrative text using two different media.

   b. To contribute a reference for the next researchers who do research in a similar topic area.

2. Practical Significances

   a. For students, the result of the study is helpful to improve their ability in learning writing narrative text.

   b. For English teachers, the result of the study is helpful as consideration to use appropriate media base on students' condition.

   c. For Schools, the output of the study helps increase the quality of education. Researchers, the study is helpful to enrich experience in the application of teaching media and help to realise the right media based on student conditions.

E. Rationale

Narrative text as one of several genre of writing consists of stories which tend to entertain readers. A story consists of several parts that divide the story into the beginning until the end. This statement is supported by Bennet and Royle (2016) who state the definition of narrative text most simply as a series of events in a specific order – with a beginning, a middle and an end. That makes the narrative text more than just an entertainer text. However, it has to be well structured and follow the rule or general structure. Furthermore, according to Sulistyo (2017), the generic structure of narrative text consists of five elements. Those are an orientation (introduction), the sequence of events (complication), resolution, re-orientation,

and evaluation. On the other hand, the fact that narrative text has such a long sequence make it difficult for students (Herlina, 2012).

Moreover, narrative as text which has a role in entertaining readers who also have to presents a visualization through text so that they can imagine a story more clearly. Luthfiyati and Latief (2015) affirm this by saying that writing a narrative should include adequate details about the action and its context so that readers can understand what is going on. Entertainment that is obtained by them can be presented through steady visualization through the way the writer brings the appropriate mood in the story. To bring such mood, some writers need a prompt to make a good visualization.

Picture or image can be an excellent prompt for students to write the text. Because almost every day, every moment and every place people visited, they always surrounded by picture or photograph. People cannot avoid the fact that a picture or photograph can bring such a pleasant mood. Kellaher (1999) said in her book that illustrations, photos, and other kinds of pictures could be an excellent prompt for a young writer. Furthermore, Kellaher (1999) states that a teacher has to guide students to write and express their self cogently and creatively. Using pictures as a prompt is one of choices for a teacher to dig students' motivation and potentials.

Comic as a series of pictures accompanied by a story is popular as entertaining media for young people nowadays. Because comic presents not only an exciting story but also new visualization, comic's readers can imagine the story from the pictures and dialogues served. Mataram and McCloud (2018) state that comic can be analogized as relief of temple which is delivering the story and cannot be separated among one element with the others. It is because both picture and dialogue are supporting each other. Comic also has relation with the narrative. As what is stated by Jacobs (2018) that Comic narratives offer especially productive ways to train students in nuanced approaches to literary analysis. Moreover, the other strength of comic narrative is enjoyed to be read. Digital comic as a new contribution to the comic development world also can be a consideration for teachers because students in their phone can access digital comic.

The other visual media that can be a prompt for students to write narrative text is a movie. Asumpta and Kusumaningrum (2015) state that teaching English language using movie can facilitate teachers to teach some skills. Those are listening, speaking, and wiring. Kartika et al., (2017) also says that using the movie as learning media can improve students' writing skill significantly. The statements also supported by Blasco et al., (2015) who said that the movie allows students to translate the language of the movie stories into their real life. The movie as entertainment media also can be a consideration for teachers to use it as learning media.

The usual digital comic cannot be separated with dialogue as what Riyanti & Setiyanto (2017) state that Comic is a world of speech-pictures, a series of drawings that tell a story. Similarly with the movie which cannot be separated by dialogue among characters to make it easier to understand. However, in this digital era, there are several new contributions to kinds of comic and movie. Nowadays, there is an innovation called silent short movie and silent webcomic. The silent short movie is a short movie which is produced without dialogue or sound recording while silent webcomic is a digital comic which can be accessed from computer or mobile phone that does not consist of dialogue. In other words, the silent short movie and silent webcomic only using gesture and expression to deliver messages from the story.

F. Hypothesis

According to Cresswell (2012) hypothesis is a researcher's opinion as a prediction of the result of the study. It also shows the relationship between attributes and characteristics. However, a hypothesis cannot be just determined. It must refer to previous research and the problems formulated in the study. It is frequently found at the beginning of the research. The hypothesis can help to conduct future research.

According to the research questions, there are two hypotheses in this study. Those are alternate hypothesis and null hypothesis. Kabir (2016) state that the alternate hypothesis is statement shows the relationship or difference among some variables. It is also known as H_1. On the other hand, the null hypothesis which also

known as H_0 is a prediction that shows no difference or relationship among some variables.

Leroy (2011) states that there are two types of variables. Those are the independent and dependent variables. The independent variable is a treatment which is given in the research while the dependent variable is the result or outcome of the research. The results of this variable determine whether a study can be trusted or not.
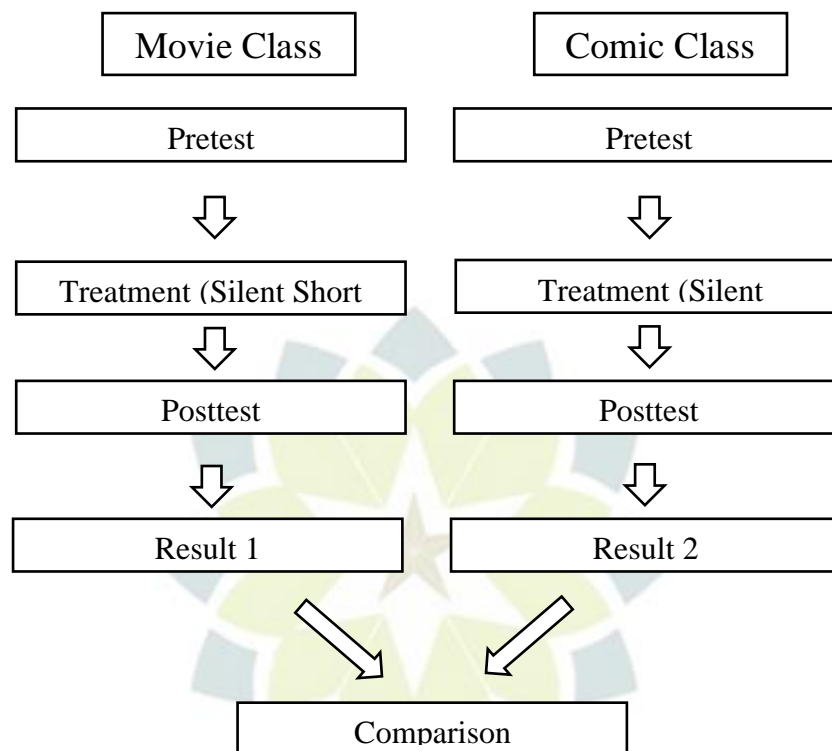
According to the explanation above, the variables of this study are:

a. Independent variable (X_1): Silent short movie as a media and treatment which is given to the students to improve their narrative writing ability.

b. Independent variable (X_2): Silent webcomic as a media and treatment which is given to the students to improve their narrative writing ability.

c. Dependent variable (Y_1): Students' achievement in narrative writing by using silent short movie that shows their ability according to score.

d. Dependent variable (Y_2): Students' achievement in narrative writing by using silent webcomic that shows their ability according to score.

Moreover, the hypothesis of this study according to the explanation is:

a. H_0 : There is no significant difference of students ability in writing narrative text by using silent short movie and silent webcomic.

b. H_1 : There is significant difference of students ability in writing narrative text by using silent short movie and silent webcomic

Figure 1.1 Research Scheme

Movie Class	Comic Class
Pretest	Pretest
⇩	⇩
Treatment (Silent Short	Treatment (Silent
⇩	⇩
Posttest	Posttest
⇩	⇩
Result 1	Result 2

Comparison

G. Previous Study

Several studies regarding the silent short movie and silent webcomic have been conducted by previous researchers. The first is Kartika et al., (2017) in her journal entitled the effect of the silent short movie on EFL writing achievement of Vocational High School students. The study was quasi-experimental using a non-randomized control group. This study includes two classes and classifies them as experimental class and control class. In teaching an experimental class, the researcher uses a silent short movie entitled "The Present" while the control class is given a written outline story of the same movie as the experimental class. Pre-test and post-test are used to measure students' achievement before and after the treatment. The result shows that students who use the silent short movie as media of learning narrative test have significantly outperformed of writing narrative achievement than the control class. The result of the study supports the hypothesis

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formula. The silent short movie can improve students' writing achievement significantly.

The second is the study entitled Improving students' writing skill through textless comic which is written by Pratiwi (2017). The study uses mix method with classroom action research. The study takes place in junior high school and one class as a participant by doing planning, acting, observing, and reflecting. In this study, the researcher used printed Doraemon comic and cleared dialogue in the dialogue balloon. The students can freely fill the dialogue and make a narrative story from the comic and the dialogue they write themselves. It is a different kind of comic because the comic used in this study is a traditional comic. The result shows that there is an improvement in students writing ability. It is found from the mean of pre-test and post-test score from 65,9 to 74,3.

The third is the study entitled teaching writing narrative text by using webtoon digital comic to senior high school students which is conducted by Fatimah and Raulan (2018). The study uses a qualitative approach. It is said that high school students feel that writing is a hard activity because they have a lack of literacy knowledge. Then, the webtoon comic is used to enrich students literacy. Before students are asked to write a narrative text, they are asked to read a webtoon comic. However, they do not need to write narrative text according to webtoon comic they just read. The result shows that using webtoon comic to teach narrative writing can improve students' interest in writing the narrative. It can also make the teacher aware of the development era in using teaching media.

Compared to the above previous researches, the current study has some differences. If Kartika et al., (2017) give the movie as media only for experimental class and give the written outline story of the movie to the control class, in this study both classes are given different media. There is no control class which is given a conventional teaching writing style. Both classes are experienced new media those are silent short movie and silent webcomic. This is also different with research conducted by Pratiwi (2017) who used textless comic in the treatment. She erased the dialogue of the printed comic and asked student to fill the dialogue and interpret

the story. However, in the current study, it is no need to erase the dialogue of the comic. Because the comic has been presented without dialogue balloon. As well as the movie is presented without dialogue. The last, in this study, the media silent short movie and silent web comic is used as prompt to provoke students' imagination and creativity to develop a story from the silent short movie and silent web comic into their own idea. Different with Fatimah and Raulan (2018) who used the comic as media of literacy enrichment for students' rather writing prompt.