CHAPTER I
INTRODUCTION

This chapter discusses background of the study, statement of problem, purpose of study, significance of study, scope and limitation, and definition of key terms.

1.1 Background of Study

Nowadays, based on 2013 Competence Based Curriculum, students are expected to master four skills in order to be able to use English communicatively. One of them is writing skill. Writing is regarded as the productive skill that students should consider the writing components by struggling, managing, and providing as the obscure aspect. Also, it can be said that writing is a process of using, decomposing, composing, modifying and creating written products as the abstract concept as well (Permendiknas: 2013).

However, writing is commonly considered as the most difficult English skill for students to acquire to the readers. The difficulties in writing skill happen since the students have to produce the text by using English. Besides, there are many text types taught in Senior High School. The texts used are narrative, descriptive, recount, etc. Each text has different social function, generic structures, and language features. According to Richards & Renandya (2002:303), writing is the most difficult skill for second language learners to master. It is not only caused by the difficulty on exploring the students’ own ideas and interests, but it is caused by the writing’s components such
as planning, drafting, revising, and editing also. Students have to write about what they think in their mind and state it on a paper by using the correct procedure.

Those statements above explain that good writing skill is important for students, but the fact shows that the students still have difficulties in their writing ability. Based on the researcher’s preliminary observation on December 2015, English is taught in all of class division whether in science class, social class, or in language class. The students are given the English subject for four periods. The students of Language Class at SMA Negeri I Malang are commonly proficient. The students are ready to study English by themselves. It means that they have already understood about whole materials. The teacher’s role is giving support and trying to use appropriate teaching media. In eleventh grades of Language Class students, for instance, students are taught listening. The teacher gives assignment to make a paragraph related to the listening text. When they were asked to identify a certain text and to make a paragraph, the students are confused. However, the problem is that students still cannot understand about the generic structure of the text. For instance, they are confused to identify which one is the descriptive text, narrative text, recount text, explanation text, etc. It is not only that case; students have low understanding in making a good paragraph. Also, the media that are used by the teacher cannot attract the students which only consist of huge number of slides with a lot of sentences. It causes the students to have low motivation in produce good writing. The power point should be lively, interested, and attracting because it can make students enjoy reading the slides. The video animation contains of the real story which is needed to put in the slides in order to
deepen the students’ understanding about the certain text. As a consequence, it needs a special treatment to make them aware of their problems.

There are many treatments, strategies, and other ways to teach students according to the materials or potencies of the students in teaching and learning English. According to Hyland (2003), writing is learned, rather than taught, and the teacher’s best method is flexibility and support. English teacher is required to explore the students with effective techniques, methods, and approaches. The students who learn English will be successful if the learning sources or strategies are relevant to the students’ need. Beside using those ways in teaching English, the teacher may use media in teaching writing. One of them is audio visual. According to Queentie (2012), audio visual media is tool that is used in teaching and learning process with using our sight and hearing so as to make the students acquire knowledge, skills, or attitudes.

PowToon is included into audio visual media because it is an interactive, communicative and fun media. It makes the students interact with the teacher by using sight and hearing. PowToon is an online service to create an exposure that has a very interesting animated features including handwriting animation, cartoon animation, transition effects, and more vibrant as well as setting time line that is very easy. Almost all features can be accessed in one screen in the process of making an exposure. Exposure that has a built-in cartoon characters, animation models and objects other cartoons make this service suitable for making instructional media, especially for those students who like the relaxing and informal atmosphere in the classroom. In using teaching media PowToon, the
researcher wants to apply proper media because of several considerations. First, this media is new media that teachers must be online by using internet. Automatically, there are very few studies conducted to apply Powtoon. Second, it is appropriate that the teacher explains material about how to compose the paragraph, kinds of text such as narrative text, descriptive text, procedure text, etc. PowToon can be an alternative way to make creative slides during explaining the material. PowToon is important to help the students explore this deepest of all questions to be written into paper. Third, it can attract the students’ attention, for instance, developing idea is condition when students are stuck in that sentence. By using animation models and cartoon characters in PowToon, it helps the students to be more creative and imaginative in developing paragraph.

By using media, the students can easily understand the material. According to Midun (2009:41), media give a good impact to young learners; it can make message of the materials delivered clearly; this can make the learners active in teaching learning process including motivating the learners and letting them study by themselves based on their interest and ability.

Considering the importance of writing and the findings of previous observation, the researcher is interested in applying teaching media PowToon to help students in their writing ability. The following discussion is about some previous studies about teaching media conducted by Dwi Harjaningrum (2009), and audio visual by Bima Teresna Alisandi (2012), and Yusron Micholis (2013).

Based on previous study by Dwi Harjaningrum (2009) “Interactive Media in Learning English for students of class II at SDN Trengguli 1 Demak”, he found
out that students were more interested in studying English. Then, the process of studying English was more effective. The interactive media was equipped with a multimedia-based evaluation that was made by using Action Script (Adobe Flash). It was software used to create animations, presentations, and learning program. Combining various media elements such as sound, animation, text and images were packaged in an application.

Another previous studies by Bima Teresna Alisandi (2012) “Audio Visual Media in Teaching Listening at SMP Muhammadiyah 06 Dau Malang” found that the teacher of the 2nd grade in teaching listening at SMP Muhammadiyah 06 Dau Malang used three audio visual media; they were VCD player, video player and computer. All of them got good responses from the students. They got nine responses namely, specific response, choral response, nonverbal, open-ended or students initiated, silence, silence – Av, confusion (work oriented), laughter, uses English. In short, using various audio visual media can avoid the boredom of the students, attract students’ attention, stimulate student in study, and add their motivation to learn in class.

Besides, the previous studies concerning on the audio visual media in improving writing skill had been conducted by Yusron (2013) who investigated teaching writing procedure text by using YouTube video to the tenth grade students of SMK NU MA’ARIF Kudus. The result of his study shows that using YouTube video is appropriate in improving the ability of teaching writing especially in procedure text.

This research has similar purpose with the previous researches above. In this research, the researcher used PowToon which is included as the audio visual
as the media and treatment in order to improve the students writing skill. Through using PowToon, the students can learn the concepts of writing which is presented by cartoon animation. On the other hand, PowToon is new media which has rarely been used in previous research.

Based on the importance of PowToon, the researcher is interested in applying this teaching media to improve the writing ability of eleventh grade of Language Class at SMAN 1 Malang. The lack of students’ understanding about differences of each text types and the students’ low motivation in writing which is caused by monotonous media can cause the low students’ writing proficiency. It interests the researcher to conduct a study to improve students writing ability using PowToon.

1.2 Statement of Problem

Based on the background above, the research concerned on the following problem:

How can teaching media PowToon improve the eleventh grade of Language Class students’ writing ability at SMA Negeri 1 Malang?

1.3 Purpose of Study

Based on the statement of the problem above, the purpose of this study is:

To investigate how teaching media PowToon improves the eleventh grade of language class students’ writing ability at SMA Negeri 1 Malang.
1.4 Significance of Study

The result of this study is expected to give contribution to the students in order to be more interested in studying English. It also can give some contributions to the teachers in order to develop the teaching media by using media PowToon and increase their quality in teaching and learning process. Theoretically, it can enrich the knowledge about teaching media for English Department. Finally, the result of this study is expected to give contribution for other researchers who want to conduct a similar research of the same aspect of the study.

1.5 Scope and Limitation

The scope of this research focuses on how teaching media PowToon can improve the students’ writing ability, and the research is limited to the subject of the students who are the eleventh grade of Language Class at SMA Negeri 1 Malang.

1.6 Definition of Key Term

According to the title of this thesis, the researcher presents the definition of key term that can be used to make the readers easy to understand. It is necessary to define the key terms as follows:

1. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007, p.8).

2. Teaching media is everything that can convey or deliver messages from a source, so that a conducive learning environment occurs where the receiver can do the learning process efficiently and effectively (Asyhar, 2012).
3. Audio Visual Media is a tool that is used in teaching and learning processes by using our sight and hearing in order to make the students acquire knowledge, skills, or attitudes (Queentie, 2012).

4. PowToon is an online service to create an exposure that has very interesting animated features including handwriting animation, cartoon animation, transition effects, and more vibrant as well as setting time line that is very easy.

5. Writing ability is a productive language skill that produces a form of writing (St. Y. Slamet, 2008:72).