

CHAPTER 1

INTRODUCTION

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

A. Background of Study

Language skills learned at school include 4 aspects, they are reading, writing, speaking, and listening. It means that all of the aspects have an important role in language teaching for the student in schools. One of the aspects is writing.

Writing is a skill that used in transferring thoughts and feeling from ideas into a piece of paper and writing one of the media communication with other people. Through writing, students will be able to increase their knowledge and get information. It was as proposed by Nunan (2003) that writing means an activity of finding the ideas and the way about how to express something into a clear statement which can be understood by people. Here, someone who is required to be able to try to provide understanding to others. In addition, to do this, is not an easy way, and after they can read what we have written and spoken this writing. Actually writing is a fundamental component of language (Jones, Reutzel, & Fargo, 2010). We can make a good sentence and good statement for readers by learning for processing words into an understanding. From these statements, it means that writing more effective for

helping language learning in schools, because here, the student can explore and express their thought or what they know in the form of text, so it will Make students more active, creative and understand the material more deeply. Writing also can be an intertainment for the student to write their idea or experience that is funny or bad. It means that writing helps them to refresh their brain and saving their memories.

Writing has some benefits of the student who is still studying in an initial level. This process will continue for making student improve their vocabularies, their writing fluency and compose sentences. Because an essay is essentially related to language and life. Writing is not talking about how we can write well or how we can practice writing something. However, writing is also about how far we know about vocabularies, how far we know about the structure of sentences, and how far we know about the grammatical structure of the word because actually writing is a process, not a product (Oshima and Hoque: 1991). So, some of the student, when they are writing, they automatically will concern in the grammatical sentences that is the most important aspect of writing. Unwittingly, students will learn a lot of materials in English in one skill.

Here, a student's mentality will be sharpened deeper. Then they can learn about how they should read and write because some of the English writing is different from how to read it. Student will concern, why it is different, and how to spell it well. So, the student will be more active and should enthusiastic with this skill. Not only that, student have to know how to be a creative writer by learning how to create their writing to be more

interesting. Here, the student will learn to practice by writing first by reading appropriate text with support from the teacher, interpreting text and begin writing. It is also based on (Bizzaro, 2003) who says that it is the case that improving at creative writing is exercise and practice.

These sentences above related to this paragraph because here, writing skill also called productive abilities. The ability to listen and read named receptive ability. They are two sides that support and complement each other. Because practice in writing helps student build their reading skill, in the sense of practice in a process of writing their own texts help them analyze something they have read (Yale: 2010), or it means that it uses someone who wants to develop the ability to speak and write, must hear and read a lot. Why? Because writing include language activities that are considered difficult, so the writer must balance multiple issues such as content, organization, purpose, punctuation, spelling, and mechanics. Then, Sokolik in Linse (2005: 98) defines writing as a combination of process and product. It refers to the act of gathering ideas and working with them until they are presenting in a manner that is polished and comprehensible to readers.

In this research, the researcher concentrates on how can writing skill run together with reading skill. It based on one of the aspects of the scientific approach, that push and give the students inspiration for critical thinking, analytic, and appropriate in identifying something, comprehension, problem-solving and apply the learning materials. It applies for the reason to think steps. In this step, the student will improve or grow their skill in inductive or deductive thinking. They will force to give a conclusion for every moment

they have seen if they have gotten. Students who are in Senior High School can read something well by skimming and give the conclusion by writing based on their own thinking.

For doing the process of increasing their skill, the teacher cannot use the same ways or common ways that used in the previous learning, they have to smart and create a new innovation for learning. Because now, the development of education to be more challenging with so many demands to enclose the media that is more sophisticated that is available at the community.

Here, the researcher focuses on how to create innovation by using different media for learning, because media is the means for transferring or delivering messages. Li-Ling Kuo (1996) states that a media is called the educational media when it transfers message for teaching. He adds that the use of media is important and it is impossible to coordinate teaching with learning without using media (Li-Ling, 1996). the message here is the material about recount text in the form of personal experience story. This media can be a facility for the student to practice reading faster. They can more concentrate on what they are reading. Here student, have to know the main idea from the text. And then they have to understand and find out what the text contains. After that, they will make a conclusion about what they have read in the paragraph. Just it. but it is actually different, the researcher wants to know the student's writing ability by using running text (*Marquee*) media. They will read some simple sentences about news from the screen, but these sentences is not silent as in a written paragraph, because it is in the video

which contains some sentences which are not silent in a line, but possible to run and move (Antoe:2009). So, these sentences will appear in a few seconds. Another opinion was said by Bahctiar (2009) who explained that marquee media is a medium in the form of a collection of codes HTML which if translated in the language of the web browser will form an animation in the form of text or image that moves or runs. With this it can be seen that the form of marquee can be in the form of text or moving or walking images that can be arranged according to your wishes. From the description above, it can be concluded that marquee media is learning in the form of a collection of HTML codes in the form of images or moving text which is a command that we can set as desired.

But in this research, the researcher made the running text with different way, that is running text here is used by Kine Master application, one of the application which can make running text form without HTML. It is the only full-featured professional video editor for Android which can edit multiple layers of video, images and text, equipped with proper video cutting and trimming, multi-track audio, precise volume control, LUT color filters and more. The researchers have arranged the text of the writing with times new romance pattern with size 12 and speed has been set with a default duration of as far as 6.0, so every full sentence displayed on a 10-second screen contains 8-10 words in it. The whole running text is 1 minute 55 seconds long, containing recount text about personal experience.

Based on the title of this research, that is stimulating, the students here are the main object to be stimulated. The researcher gives an innovative

media that is Marquee (running text) to stimulate their skill in writing through giving a good reading for them. It like an interesting recount text about something that related with their life, but also with easy sentences, so it will make them curious about the continuance of story.

The reason of using this media is to make students more active and creative to express their idea in writing, because they have an orientation to learn in K13 curriculum which demands students to play an active role in developing knowledge and skill possessed by exploring all existing learning resources. This approach concludes in andragogy that assumes that the task of educators is not to fill students with something that is considered necessary and good, but helps and guides students to process what they have with various things that will make his potential to be maximized. From the explanation above, the teacher can be people who deliver and open the way for their student to develop their knowledge and skills. Because there are two writing activities that can be done, namely learning to write and writing to learn (Brewster and Ellis, 2002: 117). Learning to write is an activity where students are more required to control the outer form of writer such as writing, spelling, punctuation, and the use of words and appropriate grammar. Whereas in writing to learn, students not only control the outer form of a writing but also pay attention to the meaning or expression of the writing. Usually, the second type of learning activity applied in the high class because students need higher cognitive skills so they can be more creative in writing. Therefore in this research, students have conducted these two activities together.

Here, from the description of activity that will do in this research, the researcher proved the application of the media in the learning process in recount text material with one of the classes in the first grade. The researcher found many things happen to students during the process of applying media to their creative writing abilities. The occurrence of events that occur in the learning process is the result of observations of researchers to look for student responses to the media they use. According to Gulo (1996), the response is a reaction or answer that depends on the stimulus or is the result of the stimulus. The responses of the students are also one of the important things to know how successful this media is in the process of learning writing. Although there is a good response even bad which the researcher got.

In addition to students' responses, something that cannot separated in the learning process is finding difficulties in each student when the media is used. Some of the difficult felt by students when writing English caused by several factors, namely internal factors and External factor. Internal factors are obstacles that arise from within the student itself, for example, Students do not have sufficient vocabulary, and students cannot read in their mother tongue. External factors. External factors are obstacles that arise from outside the student, namely from the teacher itself such as the teacher does not provide writing process for students so that there are no stages that can help students in making their writing. The teacher does not teach writing using the right techniques. The teacher does not provide material or interesting media in student writing activities.

Difficulties are very reasonable encountered during the learning process because learning is a process of exploring a knowledge which before we know about something, we must start with ignorance which creates difficulties in learning. However, these difficulties will be able to make learning for them and become a special concern for the teacher to create an innovation for teaching students. Based on the research, there are some difficulties of using this media, because the student must concentrate fully if they miss, they will not get replays. After that, students will forced to write anything they have caught from the running text (*Marquee*) on the screen. The second is student should prepare their imagination to catch anything they have read on the screen and then write it again by using their own sentences.

Some previous study that talks about this media. One of them is from Yesi Makunti (2013) with the title “Peningkatan Keterampilan Membacakan Teks Berita Dengan Metode Penampilan Melalui Media Teks Berjalan Pada siswa kelas VIII SMP Negeri 2 Tengaran Kabupaten Semarang”. In her research, Yesi used performance method to increase students’ creativity in reading the news that concludes in the instructional method. This research actually a quantitative study by using 2 tests to know how far the students’ creativity increase by using Marquee media. The result of this study indicates an increase in the ability to read news texts. It can be showed by the average value from the first test, reach in the second test, along with the second value has exceeded the minimum completeness criteria value.

This previous study actually connected in this research. The researcher also focuses in what for the media used for learning. The purpose

of these studies are also similar, that is to improve or increase the students' creativity to reading news and using the performance method for implementing the test using Marquee media.

For the last, the researcher just wants to describe the process for applying this new media for the student in Senior High School. Start from their difficulties are found in the text they have read and the how the teacher's response about the implementation of this media. Therefore the researcher does not want to get the result of the study about it, but just the implementation or process of study from beginning until end, because this research focuses on the description of the implementation process, not just the result.

B. Problem of the Study

According to the background of the study and discussion of the materials, the research problem in this study as follows;

1. How is the implementation of using *Marquee* media (Running text) for stimulating student's creativity in writing learning in the tenth grade of MAN 2 Jombang?
2. How are the students' responses of using *Marquee* media (Running text) for stimulating their creativity in writing learning in the first grade of MAN 2 Jombang?
3. What are the difficulties faced by the student in the implementation of using *Marquee* media (Running text) media for stimulating their creativity in writing learning in the tenth grade of MAN 2 Jombang?

C. Purpose of the Study

According to the research problem, this study aims to understand and describes:

1. Implementation of using *Marquee* media (Running text) in stimulating student's creativity in writing learning in the tenth grade of MAN 2 Jombang.
2. Students' responses of using *Marquee* media (Running text) for stimulating their creativity in writing learning in the tenth grade of MAN 2 Jombang
3. The difficulties faced by students in the implementation of *Marquee* Media (Running text) for their creativity in writing learning in the tenth grade of MAN 2 Jombang.

D. Significance of Study

This study is expected to be useful for:

1. Teacher, this study can be as a reference or also input in stimulating students' creativity in writing. So, the teacher will know how to use good, suitable, and unique media in stimulating their creativity in writing class
2. For students, this study can help them in exploring their idea for writing and also enable them to use language in a creative way and make them be more creative.
3. Future reasarch, the researcher hopes the result of this study can be considered as guidance and this research will be valuable for developing another research

E. Scope & Limitation of the Research

In this study, the researcher focused and emphasized her study on the scope of using *Marquee* Media (Running text) in stimulating student's creativity in reading and write a description of news at writing and reading. And the researcher gives a limitation just for tenth grade students in MAN 2 Jombang. Here, the researcher describes the students' responses when using Marquee media (Running text) in learning, and also the problem of using Marquee media in stimulating student's creativity in writing.

F. Definition of Key Terms.

1. Stimulate

Based on the Cambridge Dictionary, stimulate means to encourage something to grow, develop and to be more active, and also make someone excited and interested in something, so actually, stimulate here is around learning area.

2. Creativity

Taylor (2009: 211) explains that creativity is a talent that created the opportunity for a multiplicity of talent to be added and featured in the classroom.

3. Writing

Nunan (2003:88) said that writing is an intellectual activity of finding the ideas and the way about how to express and arrange them into a clear statement or paragraph to be understood by the people

4. Marquee (Running text)

According to Antoe (2009), marquee media is a learning medium in the form of an HTML program to make text possible move/walk which is a command that we can set accordingly desire