

CHAPTER I

INTRODUCTION

This research investigates the effectiveness of Silent Video (Charlie Caplin's video) as a medium to teach English writing narrative text at MA Al-Muslihun, Tunggangri. In particular, this research aims to know whether this method is effective in teaching writing narrative text. This chapter discusses the background of research, research problem, the objective of research, research hypothesis, the significant of the research, the scope and limitation, and the definition of the key terms.

A. Background of The Research

Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills (listening, reading, speaking, writing). Writing is a skill to construct and to deliver ideas or informations through language medium which is conducted by writer to the reader until there was interaction between them through the text. Writing is the product of the written word in the form of text and it must be read and comprehended in order that communication takes place. Writing becomes the most difficult skill for the student. It is supported with the statement of Oshima and Hogue (1999) : "Academic English" writing is a process not a product. This process needs

the deep comprehension to the material and some sources which need to support the topic. The students are not only supposed to write, but they also have to combine their ideas with their thoughts into a good paragraph. This makes it a difficult task to write ability let alone in foreign language. Besides, basic competence of writing ability is that the students must be able to express their idea in simple text by using the content that deals with the text cohesion and paragraph unity, organization of the idea, to construct sentences, and to use the spelling and punctuation well.

Writing is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that it is meaningful. Sometimes, many students write text, but not many of them are able to write the text based on the correct structure and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write.

Teaching writing not only asks the students to write and collect their writing, but also guides the students in the process of writing. Teacher has to consider more the process of writing itself. The students compositions are the results of several stages of teaching and learning process. In this activity teacher should be a good guide who leads the students how to make a good composition. And from the scene of the researcher, concluded that the teacher has to create an interesting atmosphere in the class in order to make the students enjoy the subject they learn. The teacher need to try and match to the

learners creativity in the learning their foreign language. The teacher must be creative in teaching, creative to make an interesting class.

The weaknesses of the students' ability in writing encourage the teachers to find out an appropriate method and media to make the learning activities more effective. An appropriate method and media can be used to increase the students motivations in writing learning especially in writing narrative text. Besides, the lack of practice in writing is an obstacle in improving the students ability to write narrative. To produce a good writing, the students must be often trained to learn to express their thoughts and experiences in writing, appropriate methods and media. The students will become accustomed to write in order to produce a good writing.

One of the possible solutions to the above problem is by using and aid to help the teacher deliver the material. It is in line with Arsyad (2009: 4) who states that media is something that is used to transfer idea, concept, and opinion. So, these can be understood by the receiver. In this learning process the teacher needs Audio visual aid, where the information is delivered through something that can be seen and heard. Various media with wide styles of visual presentation are useful for the language learner. That is to say "all audio visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears; but their eyes are basic. It is mean for the first they see by their eyes then automatically listening. One of the audio visual aid is video. Stempleski and Tomalin (1994:

7) stated that there are four kinds of video. They are drama, documentaries, TV commercial and Music video.

Silent short video is now becoming popular to use in EFL teaching since it can stimulate the learners to be more independent in learning; this happens because the silent short video can transmit a meaning through visual imagery, consequently it is not immediate for the learners to get the meaning of the story. Further, the learners need times to dig and seek the messages, which in turns helps them promote the development of their linguistic skills (Kasper, 2000).

This visual image technique is supported by an interdisciplinary body of research as a useful textual mode for developing verbal language skill. By providing students with raw material for the creative use of language, as well as for the analysis and interpretation of interdisciplinary issues, silent movie can be a useful tool for promoting the development of verbal language skills. Because if there is no spoken dialogue in the movie, it requires the students to be more careful and to be more aware of metalinguistic cues. At this moment, the critical thinking in students' mind is tested. In short, silent movie relies on the power of vivid, interactive visual imagery to depict personal struggles, interpersonal interactions, and societal problems.

In teaching writing, teaching with video can be exciting. Four or five minutes video tape material can easily provide enough stimulating input for one hour's teaching, Lonergan (1984:2). And as Heaton (1975, p. 138) said that writing also needs to be conceptual and judgment then movie is really

matched to become a medium that makes the students go directly see and feel what is going on because movie represents a real world and it makes them easier to spill out all their ideas to the paper. It means, video is also match in teaching writing because between movie and video are similar.

One of kind the video is Charlie Chaplin. Charlie Chaplin is one of the videos that can be used as medium to teach writing narrative text. This video is suitable with the characteristic of narrative text, because the plot of this video has the same order as the generic structure of narrative text. It also has the same aim as narrative text, which is to entertain the audience. What is unique from Charlie Chaplin video is that it is mute, has no dialogue and any utterance in this video, He only has non verbal expressions and gestures. That makes it different from other videos. It gives more advantage, because the students can also increase their vocabulary by itself. In this video, Charlie Chaplin does some actions related to the story. So, it is easier for the students to understand the meaning plot of the story.

This research focuses on narrative text. Actually, there are several kinds of genre text taught in senior high school there are descriptive, recount, procedure, narrative, explanation, discussion. But, the most difficult seems to be narrative text. Hence, in narrative text the students not only use one grammar but also mixed grammar. And this might not happen in other kinds of text. Direct indirect sentences are also used in narrative text, which make students completely difficult to distinguish it. The students need to change the sentence from active to passive and beside. Anderson (1977: 1-2) states that

narrative is text a piece of text which tells a story and in doing so entertains or informs reader or listener. Therefore, a research on the use of video to develop the student's comprehension is worth doing. It is expected that Charlie Chaplin's as a medium to teach writing narrative text will serve as an effective way to achieve this purpose.

Based on the arguments given above, the researcher is interested in conducting the study to investigate the effectiveness of silent video on student's ability writing narrative text in MA Al-Muslihun, Tunggangri.

B. Research Problem

According to the background of the research, this research is aimed at giving answers on the following problems:

Is there any significant difference on the students' writing narrative text achievement before and after being taught by using silen video at the tenth grade of MA Al-Muslihun, Tunggangri?

C. Objective of The Research

Based on the problem of the research, the objective of the research is to find out whether the silent video is effective on teaching narrative text at the junior high school level or not

D. Research Hypothesis

The hypothesis of this research are:

1. Null hypothesis : There is no any significant difference on students' ability in writing narrative text before and after taught by using silent video.
2. Alternative hypothesis : There is any significant difference on students' ability in writing narrative text before and after taught by using silent video.

E. Significance of The Research

The researcher viewed the benefits of this research that may be derived from the study:

1. For teacher

The researcher hopes it will give the alternative technique in teaching writing, especially writing narrative text.

2. For students

Motivate the students to learn writing well, and student's interest in learning. The researcher also hopes the students know some steps in writing narrative text. Silent video for students is a medium for student's into a fun their learning process. In addition, the silent video could improve student's ability in writing narrative text.

F. Scope and Limitation

The researcher limits this research dealing with the effectiveness of silent video on student's ability in writing narrative text in MA Al-Muslihun, Tunggagri in the academic year 2018/2019

G. Definition of Key Terms

There are three key terms that are frequently used in this study. They are defined as follow:

a. Silent video

Silent video is one of a kind visual-audio, like as Charlie Chaplin. Charlie Chaplin's video is a video about Charlie Chaplin which is tell about the funny act of Charlie Chaplin. This video is mute, has no dialogue and any utterance, Only has non verbal expression and gestures.

b. Effectiveness

Effectiveness is the capability of producing a result. Effectiveness was indicated by increasing of student's writing score that measured by using Rubric narrative text and appeal the results of students' score in pretest and post test.

c. Writing ability

Writing ability means students able to write a narrative text with the correct content, main ideas started clearly and accurate. Organized, well orgaizd and perfectly coherent. Vocabulary, very effective choice

of words and use of idioms and word forms. Grammar, no error, full control of complex structure. And mechanic, mastery spelling and punctuation.

d. Narrative text

A narrative text is about past story and to make good narrative has three important qualities. The first, it tells a stories of events or action. The second, the events are organized chronologically or by time sequence and the last how show the writer's point or purpose