

CHAPTER I

INTRODUCTION

In this chapter the research presents the research, background, research questions, research objectives, significance of study, rationale, hypothesis, and previous study.

A. BACKGROUND

Writing is an important skill in English Teaching and Learning (ELT). According to Baker (2001), basically there are four skills that should be mastered in ELT, namely reading, listening, speaking and writing. According to Mirza, (2016), writing is the ability to express ideas through symbols consisting of complex activities that require grammar and semantic instruction. In the academic context, writing is an important skill. According to Hosseini (2013), students' academic careers are examined in the form of essay writing tests and students should convey their understanding by writing. Writing skill plays an important role in students' educational success, especially EFL students.

In writing classroom there are various texts which are learned by students. One of them is narrative text. According to Saragih (2012), narrative tells reader a story or relates an event whether in personal experience. Narrative describes an event, feeling or experience in a story. It is a learning capacity which is indispensable to students' cognition generally. Narrative text is about a imaginary story and writer usually uses the narrative to entertain or inform the reader or listener.

According to Branigan (1999), narrative is a very prominent teaching material. It plays not only as a fiction text but also as a documentary or a drama documentary. To teach narrative text storytelling is a power to media according to (Eiiyatt, 2002) narrative it usually combines various acts of telling a story or past event. This is a great learning experience giving another dimension to students in order to the students understand learning materials.

One of the storytelling purposes is that the students' has the opportunity to read, write, listen and speak. According to Troy (2016) in particular narrative and storytelling techniques, the audience which also feel relax and have fun with voices, facial expressions, emotions, and gestures, help the audience remember the content.

Basically, storytelling is performed in front of the classroom and not repeatable. This condition makes students less understand the story. Storytelling video could be a solution because students could learn narrative materials repeatedly. According to Robin (2004), storytelling video can encourage students' creativity to share their ideas and feelings with others.

Additionally, watching video makes students easy to remember the materials. According to Brouwer (2011), using video is a medium with considerable potentials for developing a professional vision. Students would be creative. If they do not understand a materials in the classroom, students' could use video in the other place to repeat the material until they understand.

Conventional teaching is basically a face-to-face meeting in the classroom only. After the subjects finish then the learning was finished. According to

(Anderson, 2010), face-to-face classroom is a combination of relationship between teacher and students, relationship between students and both subjects and method of learning, interpersonal relationship among students, and also students' thoughts on the classroom structure.

A story with the technology, such blended learning becomes one step ahead for the more effective learning. According to Colis (2001), blended learning is a traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. The learner can get the material in face to face and online learning. According to Straker (2011), Blended learning helps teacher teach skills, encourage students to work, share and collaborate online.

This present study is aimed to understand what learning form is more effective for the use of storytelling video, whether the blended classroom with storytelling videos gives more improvements of students' narrative writing than the traditional one. In this research, storytelling video as media for teaching in the both classes can help students to remember details of condition people and events. A story students' can interpret the video storytelling through writing a new narrative text in their own words. Based on the collaboration above, the writer is interested to study investigate the use of storytelling video in improving students writing ability under the title: **"The Use of Storytelling Video to Improve Students' Narrative Writing in EFL Blended Classrooms"** (An Experimental Study at SMAN 01 Sukawangi Bekasi).

B. RESEARCH QUESTIONS

The problems that are discussed in this study are formulated as follows :

1. What is students' narrative writing ability after the use of storytelling video in a blended classroom?
2. What is students' narrative writing ability after the use of storytelling video in the face-to-face classroom?
3. How significant is the effectiveness of teaching learning in blended classroom?

C. RESEARCH OBJECTIVES

The purposes of the study are as follows:

1. To find out students' narrative writing ability after the use of storytelling video in the blended classroom.
2. To find out students' narrative writing ability after the use of storytelling video in the face-to-face classroom.
3. To find the significant of effectiveness teaching learning with blended classroom.

D. SIGNIFICANCE OF STUDY

This study is significant as theoretically and practically. In theoretically this research provides an alternative way for teacher to students' learning by using video storytelling as a visual media can improve the students' ability in writing a narrative text.

Practically, this research provides an alternative way for the teacher in increasing student's writing, and facilitate the student to gain more ability in writing a narrative text

E. RATIONALE

Writing is the way to express thoughts, ideas, facts, and opinions on a piece of paper that should be delivered by supporting words in order to form good writing. Furthermore, writing is usually directed to students' for a specific purpose. For students, it can provide the opportunity to express themselves through written form. Writing can also develop their understanding of an issue by organizing their ideas on a piece of paper.

Writing is the most difficult English skill for students to acquire. Writing, unlike spoken language, requires the readers or the students to understand and interpret what has been written. According Heaton (1975) stated that the writing skills are complex and sometimes difficult to teach, requiring mastery of grammatical knowledge and rhetorical devices.

In this study, the writer focuses on the students' ability in composing narrative text. Gerrot & Wignell (1994) stated that the social function of the narrative is to describe how students' reference their thought with concrete materials in environment. Narrative is a text which presents information about something, it is as a result of systematic observation or analysis. The generic structures of the narrative text consist of 4 parts:

- 1) Orientation is a part, where and when the story happened it also introduces the participants of the story: who and what is involved in the story.

- 2) Complication is describes the beginning of the problems which lead to the crisis (climax) of the main participants.
- 3) Resolution is a part where the problem (the crisis) is resolved, whether it is a happy ending or in a sad (tragic) ending.
- 4) Re-orientation/Coda, is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

Video storytelling comes as one of alternative media used to improve students' narrative writing skill. It is represented as the real story is claimed to be suitable in the process of writing narrative text. Since it represents the real materials such as people, animals, moments', it will strengthen students' memory. Moreover, it leads ability to write the students' easier to describe what they see on a piece of paper by writing. Based on the explanation above, this research in improve students' writing mastery is decided to be employed in teaching learning process.

Raimes (1983:27) argues that the writing teacher can applied video because everybody likes to look at pictures and those provide a stimulating focus for students' attention. He also states that pictures bring the outside world into the classroom in a vividly concrete way.

According to Raimes (1983: 27-28) a storytelling video is available resource as it provides:

1. Shared experience in the classroom.
2. A need common language forms to use in the classroom
3. A variety of tasks

4. A focus of interest for students

Storytelling video is suitable in the process of writing narrative text. Moreover, video as a media is usually the record of real condition such as people, animals, moments which may be larger or smaller than the object or event it represents. Therefore, this media is appropriate with writing the narrative text because this text used to presents something.

However, in this research the writer has the limitation for the students' storytelling video. The students see the storytelling video to the theme that instructed by the teacher. There are four themes which separated into four meetings; those are legend, myth, fairy tale and fable. The aim of this limitation is to avoid the students in capturing the objects which can not be made a narrative text. Therefore, the steps for using photographs in this research are:

1. The teacher instructs the theme of storytelling video that should be brought by them in each meeting
2. The students learn the generic structure and language features of narrative text
3. The students write a narrative text based on their own video storytelling.

The research uses two variables. The first is students' writing mastery using Blended learning as the X variable, and the second is the students' writing using Face-to-Face mastery as the Y variable. The variable studied can be seen in the figure.

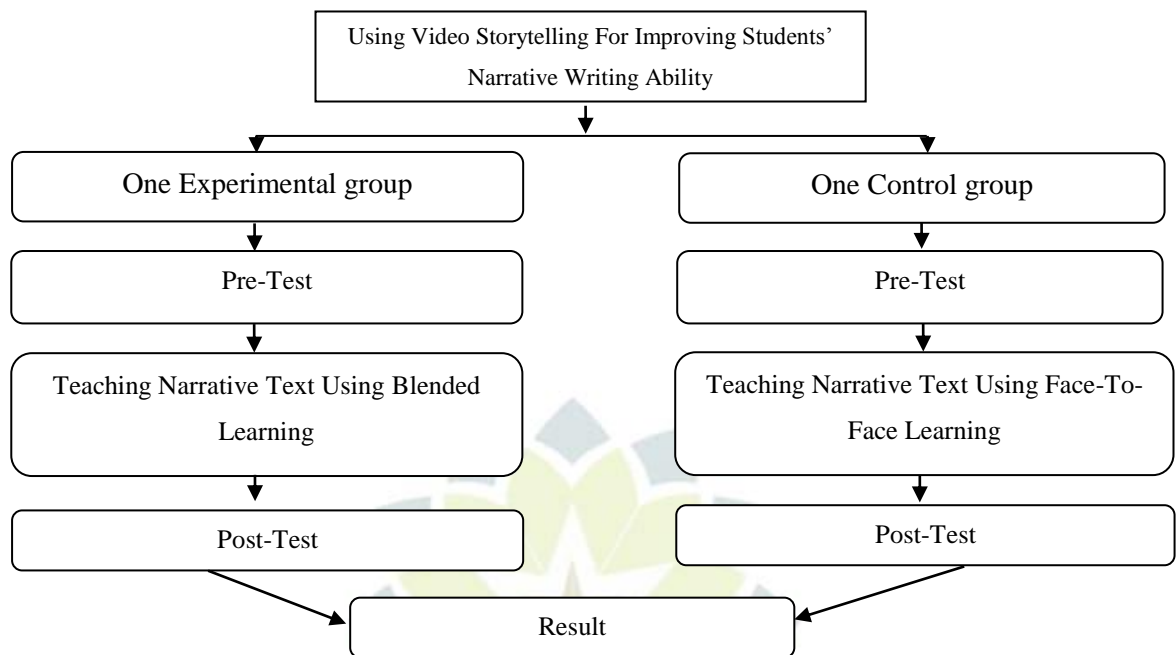


Figure 1.1 Research Scheme

F. HYPOTHESIS

Arikunto (2006) stated, that Hypothesis is a tentative answer of the research problem, until proven the students' by data collected. This research has two variables, that would be applied as follow, writing narative text using Blended learning as the X variable, and is the students' writing narative text using Face-to-Face as the Y variable. The relationship of research hypothesis is **“The Use of Storytelling Video to Improve Students' Narative Writing in EFL Blended Classrooms”**.

Based on the definition above, the writer hypotheses are:

1. Alternative Hypothesis

Ha: there is significant influence of video story telling on students' writing ability in narrative text.

2. Null Hypothesis

Ha: there is significant influence of video story telling on students' writing ability in narrative text.

G. PREVIOUS STUDY

Writing is not an easy subject for students. Most of them find the difficulties in writing class. They get difficulties in finding and generating ideas since they have to write down what on their mind and state it on a piece of paper by using correct procedure. A narrative is a kind of text that presents something. Then, Storytelling Video is one of the visual materials that can help to remember the detail about people, place, and animals.

Therefore, they can interpret the storytelling video through writing a narrative text. It means that there is a relationship between writing narrative text and using storytelling video because this text is a genre that presents something. To prove the originality of this study, the writer presents a previous research that deals especially with writing and storytelling video.

The first presented research was conducted by Masfufah (2012). In her study, she revealed the influence of using Storytelling Video in teaching the narrative text. The storytelling video role here was to help the students in reorganize the sentences and writing narrative text. At the end of her study, she concluded that there was a significant difference in students' achievement between those were whose writing narrative text by using storytelling video. In other words, using storytelling video in teaching narrative text is effective.

The second research was conducted Augusto Palombini (2016). Her study is narrative approach to learning, especially for historical and cultural contexts, are a powerful way to improve learning. Storytelling is specifically structured to change the real world (improving user knowledge and making it different). Thus, from a cognitive point of view, such narratives are always interactive, because each action must lead to a change in the user's cultural dimension and be understood to interact with it, storytelling has attracted teachers in new techniques in learning.

The third research is conducted by Sarka Hubackova (2015). This study is e-learning (blended learning) method makes combinations very often. Blended learning should represent the optimum combination. It is spread very fast both in academic and trend in teaching. The flexibility of a process that does not specify mandatory requirements results in a low percentage of tasks being met within the stipulated time. In an effort to help students and teachers, a blended learning format was introduced. We do not need to forget the role of teachers in language teaching, in this case, his role is important and so is the role of the conversation. On the other hand, through blended learning methods is increasingly being used in different types of schools. Considering the previous study, the writer wants to conduct the similar research, but with a different variable. The writer wants to conduct the study of Using Story Telling Video in Improving Students' Ability in Writing Narrative Text. Moreover, the storytelling video here is to help the students' in generating the idea in writing narrative text.

The last research is conducted by Antoine Marchalot (2017). He revealed study, in general the traditional teaching consists of four days of classroom teaching each day consists of six hours and of the blended learning a six hours meeting designed as a classroom concluded the syllabus in order to highlight the important points. Blended learning is one of the teaching methods for managing the Internet and the physical presence of classroom-based teachers. This blended learning is helpful to consist of computer-based teaching associations and face-to-face lectures.

