

CHAPTER I

INTRODUCTION

A. Background of Study

Every student should be able to write, as it is a skill. The students in junior high school have been studying English from the first grade. It's because Indonesia's curriculum now includes English as one of the disciplines that must be taken. English might be an unfamiliar language for students who do not speak it as their first language, especially in Indonesia. It is the duty of English teachers to enable their students to write in English. However, writing is regarded as the most complicated and challenging one.

Writing has many various definitions, but Dagher in Asirika D states that writing is just thinking on paper. Finding facts, identifying relationships, evaluating their validity, drawing conclusions, and creating views are all aspects of thinking.¹ According to this statement, writing is an activity that requires time in order to generate a wide range of thoughts.

Real condition existing at the school seating facilities and a desk in the classroom is enough supports learning, broad the study room is

¹ Destri Asirika, "Teaching Writing Narrative Texts By Using the Pictures of Pop-Up Book As a Media To Jurior High School Students," *Journal of English Language Teaching* 6, no. 1 (2017): 242–252.

adequate, so that there is freedom to study, facilities The teacher's presentation was quite adequate smooth learning, general information in the classroom helping with reading and writing, power point impressions presented by the teacher quite clearly in read.

Harmer in Jong B defines teaching how to write well as five stages: demonstrating, motivating and provoking, supporting, responding to, and evaluating students' writing skills and performance (as quoted in Taufikurohman). When teaching students how to write well, these five stages must coexist in order to encourage them to brainstorm ideas, form sentences, and finally produce essay writing that is comprehensible and meaningful to the readers.²

Junior High School students in Indonesia learn a variety of short functional texts such as description, recount, narrative, procedural, and report. The types of texts would teach students about the social functions, generic structures of each text, and language features of the types. By introducing them, students will be aware of and comprehend the differences between one text and another. From these statements it can be concluded that they can write their own texts in the correct order of

² Bonaventure Jong and Tan Kim Hua, "Using Padlet as a Technological Tool for Assessment of Students' Writing Skills in Online Classroom Settings," *International Journal of Education and Practice* 9, no. 2 (2021): 413–414.

generic structure and with the correct use of genre-specific language features.

The application of teaching media in the classroom is an interesting way to teach and learning. According to Hamalik, the employment of teaching media in classroom instruction and learning can create new desires and interests, promote motivation and intellectual stimulation, and even have a psychological impact on students. Media can help students learn by motivating them to pay attention to the course topics. One of the solution media that can be used in the teaching and learning process are the images from “Pop-up Books”. The attractive shape of the graphics in the Pop-up book, which will spring off the page, was chosen because it is thought to stimulate students' interest in reading. Ruiz in Safitri K state that books with paper components that pop out or move when the book is opened and fold fully flat when the book is closed are named paper pop-up or mobile books³. That's all can be conclude that Pop-Up can attract students' attention to the topic, stimulate their interest in it, and improve the positive environment in the classroom.

³ Khoirunnisa Safitri and Sudarsono Sudarsono, “Developing a Pop Up Book Supportive to Narrative-Texts Teaching,” *JELTIM (Journal of English Language Teaching Innovations and Materials)* 1, no. 2 (2019): 66.

Based on the reseracher observations at SMP IT-ALHUSEIN, and referring to the writing assessment used, there are Content, Organization, Grammar, Vocabulary, Mechanism.

From the explanation above, researchers have found students' problems in writing.

1. The topic is unclear and the details are not related to the topic.
2. Identification is incomplete and descriptions are structured with incorrect linking words.
3. Frequent grammar or agreement inaccuracy.
4. Very poor knowledge of words, tenses, and unintelligibility.
5. This is dominated by errors in spelling, punctuation and use of capital letters.

Lack of writing experience is the source of the problem. The reasons why students fail are that they are unmotivated and lazy. The second issue that most students run into when writing is that their posts get no responses. On occasion, the teacher will only evaluate the students' writing and make corrections without providing feedback or discussion. For a range of reasons that cannot be appropriately expressed by students' test results, the teacher needs the student's perspective on their capabilities and understanding of their own writing problem in order to effectively teach and learn. If the teacher can get this information, they

may use it as an evaluation for the following teaching and learning process.

This study the researcher only focuses on “Strategy Visualization and Writing skill” because it is the last skill that learners must master. However, the students struggled to generate ideas in their writing skills. Junior high school students in Indonesia learn a variety of short functional texts, including: description, a recount text and a narrative text are two types of texts taught in eighth grade.⁴

Based on the foregoing context, the researcher conducted a study to assess the usefulness of the visualization method using Pop-Up book media for providing instruction in writing.

Furthermore, the researcher plans to conduct out research under the title “*The Effectiveness of Visualization Strategy With Pop-Up Image Book For Teaching Narrative Writing Skill (An Experimental Research at SMP IT AL-HUSEIN)*”.

B. Identification of the Problem

Researchers identify the following criteria that support the research problem based on the study's background:

1. The teachers don't use engaging teaching strategies in their lessons.

⁴ Atikasari Husna and Akhmad Multazim, “Students’ Difficulties in Writing Recount Text At Inclusion Classes,” *LET: Linguistics, Literature and English Teaching Journal* 9, no. 1 (2019): 52.

2. Vocabulary is limited among students.
3. Students don't have a lot of time to practice writing.
4. Lack of method and variety in English learning activity.

C. Limitation of the Study

There are many vocabulary improvement strategies in the field of education. Therefore, to present this topic, the author limits the scope of the research. The author uses Pop-Up book images as a medium to increase students' understanding of learning to write in Narrative teaching. Based on the explanation above, learning will be carried out based on the research objectives entitled “Using Visualization Strategy With Pop-Up Image For Teaching Narrative Writing Skill (An Experimental Research at SMP IT AL-HUSEIN)”.

D. The Focus of the Study

The focus of this research is Visualization Strategy for Teaching Writing Skill.

E. Research Question

Based on the background described above, the researcher identify the problems that exist in this study is:

Is There An Influence of Visualization Strategy on Pop Up Image Book for Teaching Towards Writing Skill ?

F. Objective of the study

To Find Out An Influence Of Visualization Strategy on Pop Up Image Book Teaching Towards Writing Skills.

G. Previous Study

1. *Visual Imagery Strategy In Enchance Students' Reading Comprehension By Siskadamayanti, Syamsu T, H. Agussalim*⁵. The purpose of this study was to determine whether or not the application of Visual Imagery Strategy may improve students' reading comprehension at the Eighth of MTs Pondok Pesantren Al-Urwatul Wutsqa Benteng. This study used a quantitative method with only one class. This study's population consisted of eighth-grade students in the 2019-2020 academic year. There were 253 students divided into eight classes (VIII.A, VIII.B, VIII.C, VIIL.D, VIIL.E, VIIL.F, VIIL.G, and VIIL.H), with each class having 27-37 pupils. The researcher used simple random to select VIII.C as the representative, and the overall sample size is 23 students. The research data were gathered utilising one type of instrument, namely a reading comprehension test. Reading tests were utilised to gather information about the students'

⁵ T Syamsu and H Agussalim, "Visual Imagery Strategy in Enchance Students ' Reading," *Jurnal.Umsrappang.Ac.Id* 6, no. 1 (2010): 1–4.

reading comprehension abilities in Reading Comprehension by Using Visual Imagery Strategy. The data analysis revealed a substantial difference in the students' scores after they were taught using the Visual Imagery Strategy and before they were taught using the Visual Imagery Strategy. The mean score of the post-test was higher than the mean score of the pre-test ($62.04 > 53.86$). Furthermore, the p-value (0.004) was less than the level of significance ($= 0.05$), indicating that H1 was accepted. Based on data analysis, the study indicated that using the Visual Imagery Strategy increases pupils' reading comprehension.

2. *Using Visualization To Improve Student's Reading Skill In Comprehending Detailed Information By Melia Santi, Reflinda⁶*. The difficulty of students in understanding reading, particularly in discovering specific information, remains one of the most significant challenges in teaching reading. One answer to the difficulty is to use the visualisation method when teaching reading. The visualisation method is recognised as one of the most effective and simple strategies for teaching and learning. The method is utilised to generate

⁶ Reflinda Melia Santi, "Using Visualization Strategy to Improve Students' Reading Skill in Comprehending Detailed Information" 2, no. 1 (2022): 63–71.

their own mental imagery from the text. The image formed in pupils' brains is heavily influenced by their prior knowledge. Strategies also assist readers in locating specific material. The purpose of this research is to explore how visualisation tactics can be used to increase reading comprehension. A library research strategy was used in this investigation. The data was analysed using content analysis. This study showed that visualisation tools can improve students' reading comprehension, particularly when it comes to comprehending detailed information.

3. *The Effect Of Using Visualization Strategy On The Students' Achievement In Reading Comprehension By Rifa Aulia*⁷. This study deals with the effect of using visualization strategy on the students' achievement in reading comprehension. The objective of the study was to investigate the effect of using visualization strategy on the students' achievement in reading comprehension. The study applied the experimental research method. The population of this research was the second grade of MTs Babul Ulum Medan at academic year 2017/2018. The total number of population and sample were 71 students,

⁷ Rifa Aulia, "The Effect of Using Visualization Strategy on The Students' Achievement in Reading Comprehension" (2017): 1–81.

consisted of two classes. They are VIII-1, VIII-2. The research class was divided into two classes, Experimental Class (36 students) and Control Class (35 students). The instrument of collecting data was written test of reading test which was administrated to the students. The multiple choice test was made by the teacher. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (5.8) which was greater than t-table (1.8) with the significant level $\alpha = 0.05$ and the degree of freedom (df) = 69. The finding showed that the hypothesis of the study was accepted. It means that using Visualization Strategy was significantly effective to the students' achievement in reading comprehension.

4. *Students' Perception Of Using Animation Video In Teaching Writing Narrative Text by Firda Pratiwi, Siti Suharsih, Yusti Fargianti.*⁸ The objective of this research are to reveal the students' perception of using animation video in teaching writing narrative text and also to find out the advantages and disadvantages of animation video. This study employs

⁸ Pratiwi, F., Suharsih, S., & Fargianti, Y. (2022). Students' Perception of Using Animation Video in Teaching Writing Narrative Text. *Journal of Linguistics, Literacy, and Pedagogy*, 1(1), 11-18.

qualitative research by using case study and has conducted at tenth grade of MA Ibadurrahman Boarding School Banten. While conducting the semi-structured interview, the researcher found five disadvantages. The students agree that animation videos can assist them learn to write narrative text, 95% have a favorable opinion, whereas 5% have a negative perception. Because they do not have to imagine the plot of the narrative text, the usage of animation video can make students joyful. However, if the video is too long, the students will become bored. As a result it is possible to deduce that the students perception.

5. *Silent animation movie in learning writing narrative text: students' perceptions by Nuri Ananda Putri, Ferra Dian Andanty.* Using silent animation movies is a fairly new thing to use for writing learning media. The type of this research is qualitative research. The first technique is interviews because the object of this research is the perspective of EFL students. The second technique is observation. In regard with research site, the data taken in in the 11. A3.4 class of SMA Negeri 1 Krian. Researcher chose a class randomly and researcher was allowed to use their free time to carry out this research. The

technique of data analysis that is used in this research is thematic analysis. To make the data valid, this research uses triangulation. The result showed that the perception of the students. Students are interest with the use of silent animation movies in learning writing narrative texts. It can be concluded that it makes students have a positif perception because students are interested on the use of silent animation movies in learning writing narrative texts.⁹ From observation result, students showed enjoy in the learning. Students were very happy when they founded out that there would be learning using silent animation movie. With those result, EFL students have positive and negative perspectives on learning to write narrative texts using silent animation movie. The positive perspectives are silent animation movie is an enjoyable media and make focusing and encouraging for EFL students. While the negative perspective is learning writing narrative text using silent animation movie is challenging for EFL students.

Based on the previous research above, the five researchers have similarities and differences in using visualization strategies and writing

⁹ Putri, N. A., & Andant, F. D. (2023, August), SILENT ANIMATION MOVIE IN LEARNING WRITING NARRATIVE TEXT: STUDENTS PERCEPTIONS. In international Conference on Lanuage and Lanuage Teaching (pp. 567-376)

skills, but the differences in the data that researcher have been took, this research uses a quasi-experimental method and conducted 2 classes of Junior high School which aims to find out how effective the visualization strategy with pop up images book for teaching narrative writing skills for class VIII students at SMP IT AL-HUSEIN. The application of the visualization strategy used by students can help them understand the meaning contained in the story given. The visualization process that occurs has a positive impact on students' ability to answer questions based on the stories they read.

H. Significant of Research

1. Theoretical

It is expected that this research would be beneficial for the development of English education.

2. Empirical

- It is expected that the study's findings would help students learn English more effectively.
- Teachers improve the KBM process with their expertise and experience while contributing as an alternate learning model.
- Schools can raise student accomplishment and teacher performance to raise learning quality.

I. The Writing Organization

The researcher organized this paper into five chapters in this study.

Chapter I Introduction. Consisting of chapter covers the study's background, problem identification, and solution. the focus of the study, formulation of problem, objective of study, the previous study, and the organization of writing.

Chapter II Theoretical Framework. This chapter consists of theorists from several experts that we have conducted research for this study.

Chapter III Research Methodology. That includes the place and time of research, participants, population and sample, data collection technique, and data analysis technique.

Chapter Findings and Discussion This chapter contains a description of the information and discussion of the findings.

Chapter V Conclusion and Suggestions. Is the final chapter.