

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the most important language skills in English language learning, as it not only helps students develop critical thinking and self-expression, but it is also an essential skill in the academic and professional world. In the era of globalization, the ability to write in English is indispensable in international communication, especially in education.

Writing in English helps students improve their understanding of language structure, grammar and a wider vocabulary. With good writing skills, students can organize ideas clearly, logically and coherently, making it easier for them to convey information effectively.¹

According to the current school curriculum (Merdeka Curriculum) for grade 3 junior high school, learning to write is emphasized on developing communicative and contextual language skills, including in text genres such as recount text. This curriculum expects students to be able to write recount texts with correct structure, appropriate grammar, and appropriate use of vocabulary.² In addition, the approach used in the current curriculum emphasizes project-based learning and the use of digital technology so that students can be more active and creative in writing.

However, in reality, many students still experience difficulties in writing recount texts. They often experience problems in organizing ideas, using grammar correctly, and maintaining coherence in their writing. In addition, the conventional learning approach is often uninteresting for students, so they are less motivated in writing.

Seeing this gap, innovation in writing learning is needed, especially in the use of digital technology in accordance with the demands of the

¹ Dwi Almatiana, et al. "A Systematic Review of Sparkol VideoScribe in Media in Teaching Writing Skill", *Journal of English Language Teaching and Education*, Vo.2, N0.1, (2021), 1.

² Ika L Damayanti, et al. "Buku Panduan Guru English For Nusantara", (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), 21.

Merdeka Curriculum.³ One of the media that has the potential to help students understand and write recount text is VideoScribe. VideoScribe is whiteboard animation software for creating whiteboard animations, adapts material to real-life contexts, enhancing student interest and engagement,⁴ thus helping students understand the concept of recount text more easily. By using VideoScribe, students can be more actively involved in the learning process, understand the flow of writing recount text better, and improve their writing skills.

Some previous studies have shown that the use of visual media in language learning can improve student's comprehension and writing skills. Studies conducted by Viola and Ridho (2021) and Eka (2020) confirmed that animation-based media can help improve the memory and make it easier for students to understand abstract concept in language learning. In addition, research by Rahayu (2020) found that use of interactive animated media can increase students' motivation and make them more active in the learning process.

In addition, previous research also shows that the use of animated media can help students in writing recount text, both in the aspects of organizing ideas, grammar, and text cohesion and coherence. However, these studies still have limitations in several aspects, such as not specifically examining the effectiveness of Videoscribe, or conducted in different curriculum contexts and learning environments.

Based on these gaps, this study offers novelty by examining the effectiveness of using Videoscribe in learning to write recount text, using a quasi-experimental approach in class IX of SMPN 1 Kibin, which has not been widely studied in this context.

Therefore, this study aims to explore the effectiveness of using VideoScribe in teaching recount text writing, as well as how this media can

³ Cahyadi, Ani. *Pengembangan Media dan Sumber Belajar Teori dan Prosedur*. (Serang: Laksita Indoneasia, 2019), 19.

⁴ Sari, Resty N Eka. "The Effectiveness of Videoscribe Learning Media in Learning English Past Tense", *International Journal of Education, Information Technology and Others*, Vol.4, No.4, (December, 2021), 760.

help students improve their writing skills in accordance with the demands of the curriculum.

This research is expected to contribute to enriching the study of the use of technology in learning writing, especially recount text, as well as providing alternative teaching methods that are more innovative and effective for teachers and students. Thus, this research was conducted under the title **“The effectiveness of using Videoscribe in Teaching Writing Recount Text”** (a quasi experimental study at the third grade of SMPN 1 Kibin Serang-Banten).

B. Identification of the Problems

From the research background, the researcher found several problem, as follows:

1. Textbooks are the only learning resources used by teachers of recount text.
2. Students don't understand the lecture because they only practice questions from the textbook.
3. The school does not make proper use of its excellent facilities.
4. The teacher teaches only recount texts using conventional teaching methods.

C. Limitation of the Problem

Focusing on the research topic, the author limits the problems related to the effect of using videoscribe media on students on learning of recount texts. The author focuses on quasi-experimental research methods to teach students. The author hopes that this quasi-experimental research method and the use of videoscribe media can affect student achievement in language learning and teaching writing recount texts.

D. The Statement of Problem

Based on the background of study above, the writer make statement of the problem as follows:

1. How is the students' writing ability on recount text in SMPN 1 Kibin?
2. How is the effectiveness of Videoscribe in teaching recount writing in SMPN 1 Kibin?

E. Objective of the Study

Based on the statement of problem, then the objective of the study are:

1. To determine students' ability to write recount text before using Videoscribe.
2. To know the effectiveness of Videoscribe in teaching recount text writing.

F. Significance of the Study

The significance of this research is:

1. Theoretically, the findings of the study can inform the process of teaching and learning English, and they can serve as a resource for other researchers wishing to investigate the language of learning.
2. Practically
 - a. For students
 - 1) Interesting and entertaining materials in the classroom encourage students to write better.
 - 2) To solve students' problems in improving their recount writing ability.
 - 3) Students will enjoy learning English, especially the recount writing part.
 - b. For teacher

The researcher hope the teachers can created the videoscribe as a learning tools to teach students in English learning especially in teaching writing. So here are the steps of create videoscribe:

- 1) Search on Google
 - a) Go to official website <https://www.videoscribe.com>
 - b) Click “Try for Free” to download the trial version
 - c) Click “Create.an Account” if you don’t have an account
- 2) Create a videoscribe account
 - a) Enter your (email, name, and password) and follow the email verivication instructions
 - b) Once the account is active, log in to the website
- 3) Create a new project

- a) After logging into videoscribe, click the “+” icon to create a new project
- b) A blank ‘canvas’ will appear where you can start animating
- 4) Adding text and images
 - a) Click the “T”(Text Tool) icon to add text
 - b) Select “a font’ and type the text you want to display in the animation
 - c) Click the “image” icon to search and add an image available in videoscribe or upload on your own
- 5) Setting animations and transitions
 - a) Click on the object (text or image) that has been added
 - b) Select an animation effect such as “Draw”, “Move in”, or “Fade in”.
 - c) Set the duration and speed of the animation to suit your needs
- 6) Adding sound or music
 - a) Click the “Music Note” icon to select background music from videoscribe
 - b) For the narration click the “Microphone” icon and record a live voice or upload an audio file
- 7) Customizing the timeline and videos preview
 - a) View the animation sequence at the bottom of the screen (timeline)
 - b) Shift or rearrange objects for better video flow
 - c) Click ‘Preview’ to see the temporary result before saving
- 8) Saving and exporting video
 - a) Click the “Save” icon to save the project
 - b) To export the video, click “Publish and Share”, then select:
 - c) Export as MP4, WMV, or AVI
 - d) Upload to Youtube or Facebook directly from videoscribe.
- c. For other researcher
 - 1) The result will improve English teaching, especially in the area of teaching recount writing.
 - 2) It is applicable to the teaching of writing.

G. Previous of the Study

1. The first previous study was conducted by Viola Putri S. and A. Ridho Rojabi, entitled **"Improving the Tenth Grade Students' Recount Text Writing Achievement By Using Cartoon Video at SMK Negeri 5 Jember."** The purpose of the study was to improve the tenth grade students' recount text writing achievement by using cartoon videos at SMK Negeri 5 Jember. The research design used in this study was classroom action research (CAR) focused on improving tenth grade students' participation and writing achievement by using cartoon videos as a teaching tool. The cyclical model was used in this classroom action research, with two cycles, each consisting of three sessions, including a writing test in the third session. Data collection methods included checklist observation and writing tests to measure students' active participation and writing performance after the action. The research subjects were 36 students of X TKJ 1 at SMK Negeri 5 Jember in the 2013/2014 academic year. The result of this study is that the use of cartoon videos can effectively improve students' writing achievement and active participation in class. This study provides valuable insights for English teachers on the potential benefits of using cartoon videos as a teaching tool to improve students' language proficiency and motivation to learn.
2. The second was conducted by Rahayu Apriati et al., entitled **"The Effectivess of Videoscribe as Innovative Media to Inceas Students Reading Comprehension."** The aim of the study was to investigate the effect of using Videoscribe media as a learning aid on students' reading comprehension. The researchers aimed to explore how incorporating Videoscribe, which combines text and images in a video format, can make the teaching and learning process more interesting and enjoyable for students, ultimately leading to improved reading comprehension. The study utilized a pre-experimental design and selected a sample of 15 students from the eighth grade at SMP An Nur-Fuadi Bangkalan. Pre- and post-

tests were conducted to assess students' comprehension abilities before and after the treatment. The collected data was analyzed using a t-test in SPSS. The research findings showed that the students' post-test scores were higher than their pre-test scores, suggesting that Videoscribe media can be applied in reading instruction to help improve students' reading comprehension.

3. The third was conducted by Eka Resty Novieta S, entitled "**The Effectiveness of Videoscribe Learning Media in Learning Past Tense Material.**" The purpose of this study is to discuss the use of videoscribe learning media to improve learning outcomes in English, especially in learning past tense. This study used Classroom Action Research (CAR) as a method. This study consisted of two cycles; each cycle consisted of two meetings, and each meeting lasted two hours. Each cycle consisted of planning, doing, observing, and reflecting. The researchers collected data through observation and testing. The result proved that the use of videoscribe learning media can significantly improve students' performance in learning past tense. The average score of the students increased to 78.66. The percentage obtained before the treatment was 22%, while after the treatment it was 93.4%, and the increase in learning media as a tool to improve students' skills in past tense grammar.

Based on the three previous studies above, the novelty of this study is that it discusses another topic, which is improving students' recount text writing skills using videoscribe media. This research was also conducted in different places, times, and methods.

H. The Organization of Writing

In this study, contain into five section. The researcher writes the organizaion of thesis to present the information to the reader about the content of thesis:

CHAPTER I : INTRODUCTION

For the first chapter, it is consist of background of the study, identification of problem, limitation of problem, statement of problem, the objectives of study, significant of study, previous of study, and organization of writing.

CHAPTER II : LITERTURE REVIEW

This chapter, contain to the theories of writing, theories of recount text, theories of videoscribe, thinking of framework, and hypothesis.

CHAPTER III : RESEARCH METHODOLOGY

It is about methodology. I the methodology of research, it is consst researc design, setting and subject of the study, data and source of data, tthe technic of collect data, and analysis of data.

CHAPTER IV : RESULT AND DISCUSSION

This chapter present about, the result of the reseacrh which present the findings and isclusion of the process of conducting the research.

CHAPTER IV : CONCLUSION AND SUGGESTION

This chapter is the last chapter of this thesis, which is not only present about the essence of the research that answer of the research objective but also present the suggestion.