CHAPTER I

INTRODUCTION

A. Background of The Study

Improving the quality of education is one of the real element that is very important in improving the quality of human resources. A common problem faced by learners, especially in the subjects of English in schools like junior high school students to find is still quite a lot that has not been able to achieve satisfactory academic achievement.

English language growing in this world created huge demand in for English teaching around the world. Million people today want improve their command in English or to ensure that their children achieve a good command of English. From this, the language has an important role in relating the countries for communication. Language as a means of communication, more over in globalization era, is not trifling close. To achieve it, the Indonesian students must be able to master four skills in English; they are listening, speaking, reading and writing, and also English components such as grammar, vocabulary,
pronunciation etc. English is studied as the primary foreign language in most other countries.

Teaching English using multimedia is one way of increasing student’s writing narrative. It is hoped multimedia can help the teacher and student become interactive in learning. Teachers get easier to teach and the student become more in challenge in writing narrative. Multimedia as one of the supporting media in learning English is very necessary.

Munir says that “The use of the technology multimedia is an alternative to the right now as multimedia can be touched all of media the necessary in education.”¹ Along with the development of the IT world, according to Deni Darmawan explained that “Multimedia is increasingly shifting to the aspects of system integration and networking and communications procedures in a special device, such as television, radio, computer, notebook, netbook.”²

Dwi Priyanto cited in his journal according to Hackbarth (1996:229) “Multimedia is suggested as meaning the use of multiple

¹Munir, Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi, (Bandung: Alfabeta, 2012), 209
²Deni Darmawan, Teknologi Pembelajaran, (Bandung : Remaja Rosdakarya, 2013), 32
media formats for the presentation of information, including texts, still or animated graphics, movie segments, video, and audio information”.

The information is presented through multimedia-shaped living document, viewable on the monitor or when projected onto the big screen, and his voice can be heard, seen movement (video or animation). Multimedia aims to present information in the form of a fun, exciting, easy to understand and clear. Information is easy to understand as much as possible senses, especially ears and eyes are used to absorb the information conveyed through multimedia.

In this case, the writer will focus on the writing skills. Writing is a very important in language skills. The Writing is the activity of creating pieces of written work, such as stories, poems or articles. Writing or composing principle is to tell you about something that in wishful thinking, telling of it can be poured in the form of oral and written. Every human being were created as the authors, but pour the ideas on a regular basis and organized into writing is not easy, many people are eloquent speeches, but they have not been able to pour his idea into the form of a written language, so to be able to fabricate well,

---

one must have the ability to write. The ability to write can be achieved through a process of learning and practicing.

Students in junior high school of SMPIT Al-Ghifari should be able to write or produce narrative text. It is not something attractive and fun for them to write narrative text although narrative text have purpose to entertain the reader. The teacher usually asks the students to write sentence as many as they can but they do need to know how to make their students write as many as they can. This fact encourage the research to focus on helping the students developing their writing ability. Writing narrative text requires more attention in detail. However, the researcher finds that it is difficult for students to generate narrative text based on their idea. They are confused about how they will write their idea and arrange it into good narrative text.

Therefore, it is necessary to use multimedia to attract students during the learning of writing, such as multimedia. Multimedia will be tested if able to attract students to follow the lesson of writing and how much influence the use of multimedia in improving students' ability to write narrative essays. The use of multimedia can enhance students' motivation in following the narrative writing lesson.
Finally, based on the explanation above, the writer interested to take the title for this paper is “THE EFFECT OF MULTIMEDIA PROJECT ON STUDENTS’ WRITING NARRATIVE TEXT.

B. The Limitation of Problem

From the discussion in the background of the research the writer needs to limit the problem in order to have distractive focus is this research the writer want to describe about The Effect of Multimedia Project on students’ writing Narrative Text at the second grade of junior high school SMPIT Al-Ghifari.

C. The Statement of The Problem

1. How is students’ writing narrative text at the second grade of junior high school SMPIT Al-Ghifari before treatment?

2. How is students’ writing narrative text at the second grade of junior high school SMPIT Al-Ghifari after treatment?

3. How is the effect of multimedia project on students’ writing narrative text?
D. The Objective of The Problem

Based on the problem above, the writer has some the objective of the problem those are:

1. To know students’ writing narrative text at the second grade of junior high school SMPIT Al-Ghifari before treatment.
2. To know students’ writing narrative text at the second grade of junior high school SMPIT Al-Ghifari after treatment.
3. To know the effect of multimedia project on students’ writing narrative text.

E. The Important of The Research

The research has the important for us to develop our education there are:

1. Writer
   a. Writer can know that Multimedia project can be applied in teaching writing narrative text.
   b. As a partial fulfillment of the requirement for the degree of “Sarjana Pendidikan”
2. Teachers
   a. The result of research can be used as an input in English teaching learning process especially in improve writing.
   b. The research can be used as reference for the teachers to conduct research in teaching English.
   c. It can help to develop students’ writing ability
   d. It can be make an active writing class
   e. The teacher know students writing ability

3. Students
   a. The students are motivated to improve their writing ability with enjoy and interesting in the class
   b. The students can get problem solving to improve of English writing.
   c. It help students to explore their writing
   d. It can help student to increase their interpersonal and intrapersonal ability
   e. The students can be more active than teacher in the process of learning and teaching.
F. Hypothesis

According to David Nunan “A hypothesis is a precisely worded statement about the expected outcomes of a study.”

In experimental research there are two distinct types of hypothesis: the null hypothesis and alternative hypothesis. The alternative hypothesis is the one we want to be true. The null hypothesis is the opposite. Based on the background of study above, this writer made the hypothesis that using multimedia project to improve writing ability on narrative text, the hypothesis is:

1. Ha: There is significant effect of multimedia project on students writing narrative text
2. Ho: There is no significant effect of multimedia project on students writing narrative text

G. Previous Study

The writer finds some previous studies of researchers about the influence of multimedia or technology in students’ language achievement research as follows:

---

1. The first previous study of research is journal that arranged by Barbara A Trivelli-Bowen at International Journal of Arts and Commerce. The title is *Ways to Use Technology to Motivate Students’ Writing*. Using multimedia to create has had many positive effect, using multimedia as the presentation will interest the student the concern for writing skills will always play an important role in education. Technology gives hope to struggling writers and helps create a more positive outlook on school and give an easy to the teacher.\(^5\)

2. The second previous of research is journal that arranged by Barbara A Frey at Journal of Online Learning and Teaching. The title is *A Model for Developing Multimedia Learning Projects*. Multimedia learning projects in the classroom are not a new phenomenon, but advanced computer technology tools allow multimedia projects to be developed with enhanced interactivity, greater ease, and less cost than ever before. There is no uniform approach for faculty who are new to the design and development of multimedia projects, but there is a logical structured approach. The proposed ten-step model leads novice faculty and designers

\(^5\)Barbara A Trivelli-Bowen, “*Ways to Use Technology to Motivate Students’ Writing*”, Vol. 3. No. 7, September :2014
through the development process. This model does not suggest that
development is a clean, linear process; on the contrary, it is an
iterative, flexible, problem-solving process. Development is
presented as a team effort which constantly strives to balance the
capabilities of the technology with the needs of the learner and
content. Effective multimedia projects evolve through a consistent
planned effort based on a measurable learning outcome. Due to
advances in cognitive science research, designers can develop
learning projects that consider the complexities of cognition with
various media. Technology is changing and students are changing,
the methods for delivering education must change as well.6

3. The Third previous of research is journal that arranged by Orhan
Ercan at Journal Baltic Science Education. The title is The effects
of multimedia learning material on students’ academic
achievement and attitudes towards science courses. According this
journal that Multimedia can be used as an effective teaching tool
for English language learners. The results obtained in studies
which focus on the use of multimedia materials support this thesis.
For instance, Taşcı & Soran (2008) examined the effects of

---
multimedia applications on learning at the level of comprehension and implementation in cell division unit in science classes and discovered that the experimental group taught with multimedia applications achieved more compared to the group taught with traditional methods. 7

Those are previous studies above are describing the positive effect of technology or Multimedia in students’ learning process and ways the developing the multimedia. While the writer focuses in the effect of multimedia project on students’ writing narrative text.

H. Organization of The Writing

This paper is consisting of five chapters as follows:

The first chapter discusses about an introduction that concluded about the background of The Study, The Limitation of The Problem, The Statement of The Problem, The Objective of The Problem, Hypothesis, The Important of The Research, Previous Study, Organization of The Writing.

The second chapter is theoretical of framework it consists of Definition of The Writing, Kinds of The Writing, Teaching Writing,

Evaluating of The Writing, Definition of Multimedia project, The Advantages and Disadvantages of multimedia project, Characteristic of Multimedia, The Role of Multimedia Project in Learning Writing Narrative Text

**The third** chapter is methodology of research, it is consist of Method of The research, Population and Sample, Place and Time the research, Instruments, The Technique of The Data Collecting, The Technique of The Data Analyzing.

**The fourth** chapter discuss about the results and discussion. It is consist of Description of The Data, Analysis of The Data, Hypothesis Testing, Interpretation

**The fifth** chapter is conclusions which consist of conclusions and suggestions.