

CHAPTER I

INTRODUCTION

A. Background of Problem

Recount text is one of the materials taught in the eighth grade of junior high school. Recount text is text that tells events or incidents and experiences that occurred in the past. Knapp argues that recount text is sequential text that does little more than sequence a series of event.¹ In recount text, the author's personal experience or other experiences are shared with the reader. Text recount is an important material for students to learn. However, many students still find it difficult to understand it.

Based on result of observation at eighth grade students MTs Daar El-Khairat, It was found that students' understanding of the recount text is still low. Students still do not understand the recount text material. They still find it difficult to disguise which part of orientation, events

¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Australia: UNSWpress, 2005). 233.

and reorientation. It found also that the learning media used by teacher in the classroom were only textbook and blackboard so that students felt bored because of the lack of innovative media used by the teacher. Because of this students have difficulty understanding learning.

Learning media has an important role for the achievement of learning active and fluent between roles, namely as a means to communicate between teachers and students, tools to clarify the delivery of material in learning process teaching and is a new learning resource for students.² Learning media are tools and materials that can be used to achieve the objectives of learning process. Learning media is a liaison between teachers and students so that communication between them can run effectively. With the existence of learning media, it can encourage students to be more active and communicative in the learning process so that learning becomes fun and not

² Siti Maemunawati, *Peran Guru, Orang Tua, Metode Dan Media Pembelajaran Strategi KBM Di Masa Pandemi COVID-19* (Serang: Penertbit 3m Media Karya Serang, 2020). 73.

boring and students find it easier to understand the material. In this case the teacher must be able to follow development of science and technology in developing learning media.

The development of science and technology increasingly encourages updates in the use of technology in the learning process. Advances in science and technology have an effect on the use of teaching aids in schools and other educational institutions. Teachers can easily convey information in teaching and learning process by using teaching aids that can be easily reached by advances in science and technology.

In the last decade, with the rapid progression of computing capacities and the progress of graphic design technologies, multimedia learning environments have evolved from sequential static text and picture frames to increasing sophisticated visualizations. Two characteristics appear to be essential to instruction designers and practitioners: the use of animated graphics

as soon as depiction of dynamic system is involved, and the capability for learners to interact with the instructional material.³

Based on this background, the researcher is interest in doing development research on learning media. The learning media to be developed namely animated video assisted by kinemaster, Ibispaint and flipaclip applications with the hope that this media will be able to make students can understand material, especially recount text material. Therefore, in this research the researcher will raise the title “Developing of Animated Video as Learning Media for Recount Text material”.

B. The Identification of Problem

1. Students have difficulty understanding the recount text material.
2. The learning media used by teachers in the classroom are only textbooks and blackboards.

³ Mireille Betrancourt, “The Animation and Interactivity Principles in Multimedia Learning” V, no. 4 (2014): 65–73.

C. The Limitation of Study

1. The material devoted to this study is recount text material
2. The product developed is learning media in the form of animated video

D. The Statement of Study

1. How to develop animated video media in learning recount text material?
2. How is the quality of animated video media in learning recount text material?

E. The Objective of Study

1. To know how to develop animation video media in learning recount text material.
2. To know how is the quality of animation video as a media for learning recount text material.

F. The Significance of Study

Research and development of this animated video learning media has the following benefits:

1. For teachers, as input to be more creative and innovative in making learning media so as to make learning a fun atmosphere.
2. For students, helping students to understand English education material, especially recount text material and improve learning outcomes.
3. For schools, making input into the development of instructional media and improving the quality of learning English Education.
4. For researchers, it is a means of learning and training in an effort to make a scientific contribution, especially in English education.

G. Previous Study

1. Thesis was written by Risna Dewi from English Education Department of Teacher Training and Faculty of Muria Kudus University in 2018 with the title “ The Reading Comprehension of Recount Text Taught by Using KWL Strategy”

This research was conducted at SMA PGRI 1 Pati. This research design used was experimental research. The data was collected with test that consist of twenty multiple choice questions. Mean, standard derivation and t test used to analyze the data. The result of the study indicated that the null hypothesis was rejected and alternative hypothesis was confirmed, because t obtained falls in the critical region. So, the students' reading comprehension increased.⁴

2. Thesis was written by Chyntia Rahayu Mardianti from English Education at The Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University Jakarta in 2018 with the title "Students' Perception of Using Animation Video on Teaching Listening of Narrative Text"

⁴ Risna Dewi, "The Reading Comprehension of Recount Text of the Tenth Grade Students of SMA PGRI 1 In Academic Year 2017/2018 Taught by Using 'What I Know, What I Want to Know, What I Learned (KWL) Strategy'" (Muria Kudus University, 2018).

The subjects of this study were students of class X Madrasah Aliyah Negeri 4 Jakarta. Qualitative and case study were the methods used in this research. Data collection techniques used were observation, questionnaire and interview. Class X IPS was chosen as a place for observation and taking questionnaire. Then from the questionnaire six students were taken as sources for interview. There were three data analysis techniques used in this study, the first was data reduction, the second was data presentation and the third was drawing conclusions. The results of this study indicated that there was a positive response from students and some advantages in learning listening to narrative text using animated videos.⁵

3. Journal was written by Muhammad Mustafa Yusuf, Mohamad Amin, and Nugrahaningsih from

⁵ Chyntia Rahayu Mardianti, "Students' Perception of Using Animation Video In Teaching Listening of Narrative Text" (Syarif Hidayatullah State Islamic University, 2018).

Department of Biology at State University of Malang Indonesia in 2017 with the title "Developing of Instructional Media based Animation Video on Enzyme and Metabolism Material in Senior High School".

This study used a research and development method with the ADDIE research model. Data collection was obtained from the results of validation by media experts and material experts. Media analysis used was quantitative - qualitative. The validation results were in the form of scores and suggestions. The percentage of products from media expert validation (100%), material expert validation (89.58%), education practitioners (84.61%), and student readability (81.91%). So from that Animation video as a learning medium was declared valid and worthy of use.⁶

⁶ Muhammad Mustofa Yusuf and Mohamad Amin, "Developing of Instructional Media Based Animation Video on Enyme Ad Metabolism Material" 3, no. 3 (2017): 254–257.

4. Journal was written by Angganingrum Shinta Hapsari, Muhammad Hanif, Gunarhadi and Roemintoyo from Universitas Sebelas Maret Indonesia in 2019 with the title "Motion Graphic Animation Video to improve The Learning Outcome of Elementary School Students"

This study used a Research and development method with quantitative tests. The method used was experimental research. This study used 2 classes, one for the experimental class and one for the control class. Collecting data through interviews, observations and tests. The results showed that there were significant differences between the experimental class learning outcomes and the control class learning outcomes. So it can be stated that the use of motion graphic animation video in learning is effective.⁷

⁷ Angganingrum, "Motion Graphic Animation Video to Improve The Learning Outcome of Elementary School Students" 8, no. 4 (2019): 1245–1255.

Based on the previous studies above, there were some similarities and differences with the research that will be carried out by the researcher.

The similarity in the first with the research to be carried out by researcher is the focus of study where both of them use recount text, the similarities in the second study is the media used, namely video animation and the third and fourth studies are the media used, namely video animation and the methods used are research and development.

While The differences in the first study with the research to be carried out by researcher are the method used, namely experimental research, the media used and the place of research. The differences in the second study with the research to be carried out by researcher are the research method used, namely qualitative and case studies, the focus of the research is on listening of narrative text, the data analysis techniques used and the place of research. The

differences in the third study with the research to be carried out by researcher are the focus of the Research on Enzyme and Metabolism Materials, and also the place of research. The differences in the fourth study are the focus of the study, namely the learning outcome, and the place of research.

H. Writing Organization

To facilitate discussion, clear understanding in reading the thesis, an outline of the thesis writing is compiled as follows:

CHAPTER 1 INTRODUCTION consists of Background of Problem, The Identification of Problem, The Limitation of Study, The Statement of Study, The Objectives of Study, The Significant of Study, Previous study and Writing Organization.

CHAPTER II THEORITICAL FRAMEWORK consist of: Reading Comprehension, Recount Text, Learning Media, Animated Video, Animated Video as Learning

Media for Recount Text Material and Framework of Thinking.

CHAPTER III METHODOLOGY OF RESEARCH

consists of: Reseach Method, Research Model, Place and Time, Population and Sample, Research Development Procedures, Collecting Data, Research Instrument and Data Analysis.

CHAPTER IV FINDING AND DISCUSSION consist

of: Analysis, Design, Development, Implementation and Evaluation.

CHAPTER V CONCLUSION AND SUGGESTION

consists of: Conclusion and Suggestion.