

**STUDENTS' PERCEPTION OF THE USE OF VISUAL MEDIA TO
INCREASE THEIR MOTIVATION AND CREATIVITY
IN WRITING NARRATIVE TEXT**

THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education*



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ABSTRACT

Putri, Dini P. (2024). Students' Perception of The Use of Visual Media to Increase Their Motivation and Creativity in Writing Narrative Text

The aim of this research is to reveal students' perception on the use of visual media to increase their motivation and creativity in writing narrative text. This research uses descriptive research with a quantitative approach. The population of this research is class VIII at SMP Negeri 22 Padang with a sample of class VIID-VIIG. This research used a purposive sampling technique because the classes applied for learning using visual media were only class VIID-VIIG. The instrument used to collect data was a questionnaire with 23 close-ended statements using 4 Likert scales, including strongly agree, agree, disagree, and strongly disagree. The results of this research show that students are interested in learning using visual media. This can be seen from the research tabulation results which show a total mean of motivation indicators of 3.26 (Very Positive) and creativity indicators of 3.34 (Very Positive). The total of the two indicators is 3.30, which means Very Positive. Even though there were differences of opinion on students' responses. Some students gave disagreeing and strongly disagree responses to the statements in the questionnaire because some factors. So, suggestions for further researcher are investigating what factors contribute to the weaknesses of using visual media in teaching English for EFL students

Keywords: *Perception, Visual Media, Motivation, Creativity, Writing*

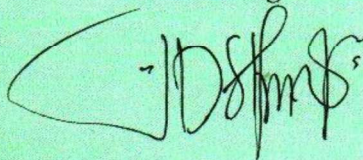
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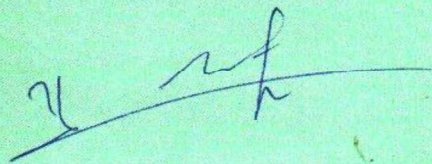


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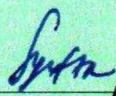
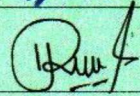
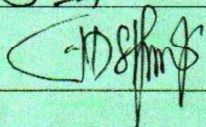
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ABSTRAK

Putri, Dini P. (2024). Students' Perception of The Use of Visual Media to Increase Their Motivation and Creativity in Writing Narrative Text

Penelitian ini bertujuan untuk mengungkap persepsi siswa tentang penggunaan media visual untuk meningkatkan motivasi dan kreativitas mereka dalam menulis teks naratif. Penelitian ini menggunakan jenis penelitian deskriptif dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas VIII di SMP Negeri 22 Padang dengan sampel kelas VIIID-VIIIG. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner dengan 23 pernyataan tertutup dengan menggunakan 4 skala Likert, yaitu sangat setuju, setuju, tidak setuju, dan sangat tidak setuju. Hasil penelitian ini menunjukkan bahwa siswa tertarik untuk belajar dengan menggunakan media visual. Hal ini dapat dilihat dari hasil tabulasi penelitian yang menunjukkan total mean dari indikator motivasi sebesar 3.26 (Sangat Positif) dan indikator kreativitas sebesar 3.34 (Sangat Positif). Total dari kedua indikator tersebut adalah 3.30 yang berarti sangat positif. Meskipun terdapat perbedaan pendapat mengenai tanggapan mahasiswa. Beberapa mahasiswa memberikan respon tidak setuju dan sangat tidak setuju terhadap pernyataan-pernyataan yang ada di kuesioner karena beberapa faktor. Jadi, saran untuk peneliti selanjutnya adalah untuk menyelidiki faktor-faktor apa saja yang berkontribusi terhadap kelemahan penggunaan media visual dalam pengajaran bahasa Inggris untuk siswa EFL.

Kata Kunci: *Persepsi, Media Visual, Motivasi, Kreativitas, Menulis*

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In this era, learning English has become very important for human life (Yulianti, et. al., 2019). English is a language that has been used as an international language and has been used in some countries as a mother tongue (Fauziah, et. al., 2021). Many people say that English is difficult, especially in writing (Suhartono, S., & Laraswati, L., 2016). Writing is an activity of conveying messages (communicating) using written language as a tool (Suparno and Yunus, 2011). Brown (2004) states that writing is the process of some students' knowledge ideas to be written down. On the other hand, what we write and say can convey a story to others who are not close to us.

In learning English, students must have the skills to communicate and convey messages to others (Adriani and Rusman, 2019). Another form is to produce a work that can educate and direct others such as writing. Writing is one of important skills in English subject, but does not get enough attention in the teaching and learning process (Parmawati, 2013). As stated by Tarigan (2008), expressing something through writing is a language skill used to communicate indirectly or not face-to-face with others.

For teachers, teaching students to write English texts is not an easy task (Chung, I. F., & Huang, Y. C., 2010). In the context of language learning, especially writing narrative text, the challenge lies in how to create a learning environment that can stimulate students' motivation and foster their creativity

(Listyani, L., 2019). Meanwhile, students' motivation and creativity play an important role in improving their learning outcomes such as writing narrative text.

Narrative text is a piece of writing that entertains and informs the reader or listener while telling a tale (Anderson, 1997). According to Percy (2013), a narrative essay conveys a tale or a sequence of events as they happen. Its goal is to use narrative to provide context for a particular event or sequence of events. It is clear from these assertions that narrative texts deal with stories. The narrative has certain occurrences that are meant to make readers or listeners make fun. Thus, the purpose of written narrative tales is to amuse the audience. Therefore, before writing a narrative text, students should first know the general structure and purpose of the text type (Fauziah, et. al., 2021). This can help students in writing narrative texts.

But in fact, many students still find it difficult to write a text, especially a narrative text (Aritonang, S. M., 2018). They fail to write a good text. Many factors cause this, such as low student learning motivation, teachers still use learning media that are less able to arouse students' enthusiasm for learning, etc. The results are also unsatisfactory, the concepts applied in learning have little effect on the results of student writing.

In addition, the lack of utilization or use of supporting media in classroom learning also affects learning motivation in students so that many students feel bored and less interested in participating in lessons (Aritonang, S. M., 2018). These causes cause students' inability to write in English to be very

concerning. Teachers at the school only emphasize on learning English, such as grammar and do not pay much attention or guide students to produce a written work, thus making students less good at processing words in English.

In teaching writing, teachers must prepare interesting teaching methods or learning media so that students are motivated to hone their writing skills (Akmaliah, N., & Ramadhanti, D., 2023). Low motivation in learning can affect learning outcomes (Riyanti, et. al., 2021). There are many ways to overcome this. In order for teachers' expectations of students to improve their writing skills to be met, teachers must find the right learning media to make it easier for students to understand how to create good and correct writing. One of the learning media that can be used is by using visual media. This media may help students be more motivated and created more to write narrative text with the visual media used (Fauziah, et. al., 2021).

The media have been used by teachers, but not fully utilized its advantages. Wingkel revealed that visual media are media that can be seen so that it can maximize the delivery of material (Purwono et al, 2014). The use of visual media has been suggested by the Padang City Education Office. This was proven when the researcher participated in the “Geschool update activity” while conducting teaching practice at SMP Negeri 22 Padang in July-December 2022. Furthermore, the researcher also did a personal communication with the English teacher to get the update learning media used there. As the result, the teacher concluded that visual media have not been used optimally or utilized by teachers. Therefore, the researcher implemented

the use of visual media, including Canva, power point, series pictures in teaching the students there.

In an effort to create a more engaging learning experience, approaches that utilize visual media have become a major concern in educational literature (Chicho, K. Z. H., & Zrary, M. O. H., 2022). The use of images, videos and presentations as learning aids can provide visual stimulus that can stimulate students' imagination and interest (Listyani, L., 2019). Thus, the application of visual media in learning narrative writing is expected to create a more dynamic and creative environment.

While this concept is interesting, there is a need to better understand how students respond to and perceive the use of visual media in enhancing their motivation and creativity in narrative writing. Not all students may respond in the same way to the use of visual media, and some may face challenges or even feel annoyed by it. Therefore, exploring students' perceptions of the role of visual media in learning narrative writing can provide a deep insight into the effectiveness of this media.

The teaching and learning process will achieve success in a teaching and learning process if it is influenced by several factors such as children's interest in learning, the existence of motivation both intern and extern, and so on (Riyanti, et. al., 2021). Interest is a great asset for success in learning (Heriyati, 2017). If students have a high interest in learning, it will always have an impact on the learning process, one of which arouses full attention and motivation to learn in achieving learning goals such as being motivated to improve writing skills (Sardiman, A., 2007; Hamzah, 2011).

It is important to note that each student has different learning preferences and varying levels of engagement (Hamzah, 2011). Some students may find greater motivation and creativity when introduced to visual stimulus, while others may require a more structured learning approach. Therefore, this study aims to reveal whether students have a positive or negative perception of the use of visual media, then they are more likely to be motivated and more creative when learning English, especially for writing narrative text using this media.

However, the successful use of visual media also depends on students' perceptions of its use. Therefore, it is necessary to conduct a study to find out students' perceptions of the use of visual media in increasing students' learning motivation and creativity in writing narrative text.

B. Identification of the Problem

Based on the explanation in the background, there are several problems that are seen during the learning period. The lack of use of learning media so that students are less interested in ongoing learning so that there is no encouragement to increase motivation and inhibit their creative ideas, especially in narrative text learning. The use of visual media is expected to increase students' motivation and creativity in writing narrative text.

C. Limitation of the Problem

Drawing from that background, the researcher limited this investigation to reveal the perception of learners educated at SMPN 22 Padang concerning the use of visual media in order to increase their motivation and creativity when writing narrative texts.

D. Formulation of the Problem

Based on the background that has been explained above, the formulation in this study is; "How is students' perception of the use of visual media to increase students' learning motivation and creativity in writing narrative text.

E. Research Questions

Based on the research formulation above, the following research questions are as follow:

1. How is the students' perception of the use of visual media to increase students' learning motivation in writing narrative text?
2. How is the students' perception of the use of visual media to increase student creativity in writing narrative text?

F. Purposes of Research

Concerning the formulation of the research questions above, the purpose of the research is:

1. To reveal the students' perception of the use of visual media to increase students' learning motivation in writing narrative text.
2. To reveal the students' perceptions of the use of media visual to increase student creativity in designing the project.

G. Significance of Research

It is expected that this study's findings will offer both theoretical and practical advantages. In terms of theoretical meaning, the researcher hopes that the findings of this research can determine the feasibility of visual media to

increase motivation and creativity in writing narrative. Second, from a practical significance, several benefits can be obtained, namely; a) by visual media, teachers, especially English teacher, can create effective and attractive visual media in the future. It can also help student to achieve their learning objective, b) the student can improve their hard skill and soft skill. The hard skill that can be improved by the student such as motivated to write more attractive, and also for the soft skill such as creative in writing to be more attractive.

H. Definition of the Key Terms

There are several definitions of the key term in this research:

1. Perception is utilizing visual elements such as narrative images, videos, and presentations in the context of learning to write.
2. Visual media is media that has image elements that can be presented in various forms of display such as presentation slides, images, etc.
3. Students' motivation is an internal or external motivation that influences students' level of engagement and interest in narrative writing activities.
4. Creativity is an ability to develop ideas that exist in one's imagination in producing a work
5. Writing narrative text is the process of composing and expressing a story or experience through a text that has a narrative structure, including the elements of introduction, conflict, climax, and resolution.