

**MOTIVATING SENIOR HIGH SCHOOL STUDENTS IN
WRITING A NARRATIVE TEXT BY USING A DIGITAL
VIDEO RECORDING**

PAPER

**Submitted as partial fulfillment of the requirements for the strata one (S1)
degree**



By :

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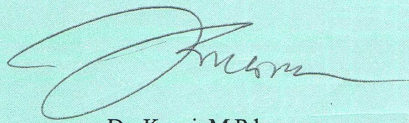
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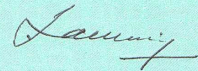
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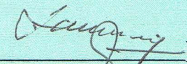
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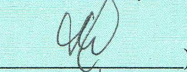
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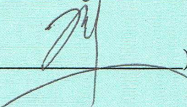
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ABSTRAK

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Menulis teks naratif merupakan salah satu keterampilan dalam pembelajaran bahasa Inggris. Di dalam pengajaran teks naratif, guru membantu dan mengarahkan siswa untuk menghasilkan sebuah teks naratif tentang peristiwa terbentuknya sebuah tempat, terbentuknya benda, menarasikan pengalaman paling berkesan dalam hidup, maupun tentang seorang tokoh yang terkenal ataupun legenda. Namun, dalam aplikasinya, masih banyak siswa yang mengalami kesulitan untuk menulis sebuah teks naratif. Kesulitan siswa ini disebabkan oleh rendahnya motivasi siswa dalam menulis (writing).

Untuk membantu siswa, para guru bahasa Inggris berusaha menumbuhkan motivasi siswa. Salah satunya adalah memotivasi siswa dengan menggunakan sebuah rekaman video digital. Rekaman video dimaksudkan agar siswa termotivasi dengan model teks naratif yang ditampilkan melalui sarana video sebelum memasuki kegiatan inti menulis teks naratif. Materi rekaman video berdurasi 3 hingga 5 menit untuk memperkenalkan topik, menyajikan materi ajar, dan memberikan model yang berkaitan dengan tujuan pembelajaran menulis teks naratif. Berdasarkan uraian tersebut di atas, dapat disimpulkan bahwa penggunaan sebuah rekaman video digital dalam proses pembelajaran menulis (writing) dapat memotivasi siswa untuk mampu menulis sebuah teks naratif.

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Penulis

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

Language plays an important role in the development of students' knowledge, social life, and emotional. It also helps students to succeed. Language helps students to release ideas, feelings, and motivates students to take part in social life (Nunan in Drajiati, 2005).

English, as one of international language, based on the Kurikulum Tingkat Satuan Pendidikan (KTSP) is a tool for communicating both written and spoken. Here, communicating means to express feelings, information, ideas, to develop sciences, technologies, and culture. Besides, communicating also means to comprehend and produce spoken and written texts. To master English, there are four levels that students of senior high school must achieve such as performative level, functional, informational, and epistemic level. Performative level enables students to be able to write, read, listen, and speak by using the English symbols. Functional level enables students to use English for daily need such as using English to read news paper or procedure or instructions for using a tool. Informational level enables students to access knowledge by using English. Epistemic level enables students to express knowledge into target language (English). This level is quite difficult for students in Indonesia because it needs more comprehension not only to use the language but also to understand the language itself. In teaching English to senior high school in Indonesia, students are expected to achieve informational level which is related activity to create monolog and essays such as procedure, descriptive, narrative, recount, report,

news items, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

One of the communication skills which are mentioned above is writing. Practicing the skill of English writing is the key to becoming more advanced students. In writing section, students are exposed to large amounts of authentic English text, such as newspaper articles, books of an appropriate standard, short stories, and poems. These way students will see the new words used in a variety of ways in different contexts. This makes the words come alive and students will be able to see their different usages. It is easy to improve students' writing in this way because as they see the words being used they will acquire a more meaningful position in vocabulary and will be more available to them to use in their own communications. By practicing regularly using all different contexts, students' writing will improve (Kusumadewi, 2010).

However, a lot of students in Indonesia find difficulties in writing, especially in a writing a narrative text. Students cannot write a narrative text even a simple one. They tend to copy the text that is given by teachers as example. Some students just change the vocabularies but the structure and sentences order still the same with the teachers' sentences arrangement. Some students also try to modify text that has the same type that is asked by teachers. Students' inability to write a narrative text is mainly caused by their motivation. In other words, students are lack of motivation (Sardiman, 2011).

The lack of motivation can decrease the level of achievement of students. This gives students reason to believe that they simply do not possess what it takes

for a high level of learning. Many students find this reason enough to give up, causing a decline in self-esteem. Self-esteem has a powerful influence on motivational behaviors, such as, the choices the student makes and the strategies they use in school. Besides, student's motivation in writing a narrative text is also influenced by classroom environment. An increase in teacher control, and decrease in teacher efficacy and the quantity of teacher-student relationships can also discourage students. Monotonic style of teachers makes students feel bored. Teachers do not involve students in the teaching- learning process or teachers prefer to transfer the knowledge rather than to give skill to students. Besides, teachers do not brainstorm students' knowledge before coming to the topic. Sometimes teachers also do not give constructive feedback. Teachers choose to function as teacher rather than function as partner or facilitator. The sudden shift from a supportive environment to a more negative one may also leave students feeling incapable of a given task. Developmental changes that occur are attributable to grade-related changes in the nature of school and their new role as a student. As students begin to experience new pressures of schoolwork and peers, they begin to look down on themselves if they fail. Also, students must adjust to dramatic increases in discipline, rules, and regulations. Often, this leaves students feeling lost and helpless. Classroom and school environments stress certain factors that contribute to many of the motivational problems which occur during adolescence period of students. Therefore, for an increase in school productivity, more emphasis must be placed on motivating early adolescents to learn. An effective transitional school should contain a fluid, structural environment, but

should be sufficiently elastic to permit students to explore learning and socialization in a manner consistent with their needs. Fulfilling the needs of the students will keep them motivated and interested in learning (Roeland, 2008).

Based on the writer's experience during teaching practice at Tanjung Raya Senior High School, in Maninjau, Kabupaten Agam, he found that still many students made mistakes in writing a narrative text. The mistakes included uncorrect use of conjunctions, pronouns, ungrammatical sentences. Some students wrote a narrative text according to their own will without paying attention to the teacher's guidance. They were confused on how the pattern of sentences changed. Some had trouble to combine paragraphs and arranged sentences based on their knowledge of Indonesian patterns, but the worst was that they were lack of motivation to write.

Motivation is the first step in establishing a good attitude towards school. Motivation, though, is not only contributed by the student, but it also must be a part of the school system, teachers, and parents. As mentioned above that students' inability in writing a narrative text is the lack of motivation, it is necessary for teachers to motivate students so that they can increase their achievement. Using a digital video recording is an alternative way to help teachers motivating the learners to write a narrative text. Video has tremendous power to focus students' attention and involve them in the teaching-learning process of writing a narrative text. Focusing students' attention and involving them in the writing process actively will build their interest and furthermore they are motivated.

1.2 Limitation of the problem

Based on the identification of problem above, the problem is limited to using the digital video recordings to motivate students in writing a narrative text.

1.3 Formulation of the problem

Based on the background of the problem above, the problem is formulated as follows: how does the English teachers motivate learners in writing a narrative text by using a digital video recording ?

1.4 Purpose of the study

This paper is aimed to help English language teachers to motivate students in writing a narrative text by using digital video recording.