

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Mastering writing is a fundamental aspect of English language learning, and learners should be introduced to this skill from the earliest stages. According to Urquhart and McIver (2005), writing is not a linear activity but a recursive one, where students continuously revise and move back and forth between different stages of the process. Essentially, writing involves the use of symbols—such as letters, punctuation marks, and spacing—to express ideas and convey meaning. Through writing, individuals are able to articulate their thoughts in various forms, including essays, narratives, novels, poems, journals, informational texts, and research papers.

Harmer (2004:31) explains that writing serves as a medium for generating language and conveying one's thoughts, emotions, and viewpoints. In line with this, Abbas (2006:125) defines writing proficiency as the capability to communicate ideas, opinions, and feelings to others through the use of written expression.

Steffens and Dickerson (2011) emphasize that writing plays a vital role in the study of reading history for several reasons. First, writing is regarded as a fundamental intellectual endeavor; rather than merely transmitting acquired knowledge, it actively fosters understanding. Second, writing contributes to historical learning by positioning individuals as active participants rather than passive recipients of information typically delivered through lectures or textbooks. Moreover, writing encompasses a wide range of genres, one of which is narrative text. As Olstain

(2000) explains, narratives are often personalized or individualized accounts that describe events connected to a particular person.

Hastuti (2010) describes narrative text as a form of storytelling designed to entertain, inspire, or inform its audience. Narratives serve the purpose of amusing and engaging readers while presenting either real or imagined experiences in diverse ways. Typically, they revolve around challenging events that progress toward a crisis or turning point, eventually leading to a resolution. Narratives may take the shape of legends, fables, fairy tales, and other similar genres. As noted by Nafisah and Kurniawan (2007), narrative texts generally follow a structure consisting of a beginning, middle, and ending. This perspective aligns with Wiratno (2003), who views narrative as a medium for reconstructing experiences, often employed to entertain others.

Riyatun (2006) categorizes narratives into two broad types: imaginary and factual. Imaginary narratives encompass genres such as fairy tales, mysteries, science fiction, horror, adventure, romance, parables, fables, moral stories, myths, legends, and historical tales. In contrast, factual narratives consist of works like autobiographies and biographies. For the purpose of this research, the focus will be placed on one specific genre of narrative, namely the fairytale.

Fairy tales are imaginative or fictional narratives that depict events that never actually occurred. While primarily intended for entertainment, they may also provide positive educational values and benefits (Shofiyulloh & Muhid, 2020). Classified as part of the “magic and wonder” category of folktales, fairy tales are widely recognized within children’s folklore and frequently feature fairies or other supernatural beings (Riyatun, 2006).

Riyatun (2006) highlights that fairytales play an important role in enhancing students’ mastery of linguistic elements within narrative writing. Exposure to fairytales also strengthens

learners' comprehension of the generic structure of narrative texts. Similarly, Wahid (2012) asserts that fairytales assist students in deepening their understanding of narrative texts while simultaneously fostering their ability to develop narrative writing skills.

The problem faced by the researcher while conducting "PLP: Program Pengenalan Lapangan Persekolahan (School Field Experience) at SMPK Santo Yoseph was the difficulty in identifying the main obstacles faced by students in writing. Whether in general or in narrative texts specifically, the researcher saw that several factors influenced, among others, lack of motivation to write, lack of vocabulary, students' understanding of good sentence structure, and also lack of understanding of writing structure. In addition, students also often find it difficult to express their ideas, which ultimately impacts the quality of their writing.

*Grounded in the background of this study, the primary focus is to examine the influence of short fairy tale video stories on students' ability to compose narrative texts. This research also aims to employ short fairy tale videos as a tool to enhance learners' vocabulary acquisition.*

## **1.2 Research Problem**

1. How effective was the use of short fairy tale videos in teaching narrative writing skills to Junior High School students of St. Yoseph Naikoten Kupang?
2. What are the difficulties that the student experiences in writing narrative text using the short fairy tale videos?

## **1.3 Objective of the Research**

1. To find out whether the use of short fairy tale videos was effective in teaching narrative writing skills to Junior High School students of St. Yoseph Naikoten Kupang.

2. To identify the difficulties experienced by the students in writing narrative text using short fairy tale videos.

#### **1.4 Significance of the Research**

1. For students, they are expected to be motivated to learn English. Using short fairy tale videos can help students' understanding of writing.

2. Teachers

By using short fairy tale videos in their lessons, this research can help teachers create writing exercises that are both good and interesting. It gives teachers a different way to make language acquisition fun and approachable while motivating students to fully engage in writing exercises.

3. Researcher

The results of this study provide in-depth data on how good short fairy tale videos are for language learning. It can also help future research to improve language learning techniques, especially those related to writing skills. In addition, the results of this study can also help researchers to investigate new multimedia resources for language teaching.