

CHAPTER I

INTRODUCTION

A. Background of Study

In globalization era, students are required to master three fundamental skills for the 21st century. They are: 1) foundational literacy; 2) competencies; and 3) character qualities. The first is foundational literacy. it refers to how students apply core skills to everyday tasks. Foundational literacy consists of a) basic literacy (reading and writing); b) numeracy; c) scientific literacy; d) ICT literacy; e) financial literacy; and f) cultural and civic literacy. The second is competencies which refers to how students approach complex challenges. Some competencies that should be mastered are a) critical thinking/problem-solving; b) creativity; c) communication; and d) collaboration. The last is character qualities. In this study, characters refer to how students approach their changing environment. These characters are a) curiosity; b) initiative; c) persistence; d) adaptability; e) leadership; and f) social and cultural environment.¹Based on the explanation above, we can infer that ability to master basic literacy and communication skills become one

¹ Trilling, B. and Fadel, C, *21st century skills: learning for life in aou times*, (San Fransisco: Jossey- Bass, 2009)p.3

of factors which determine someone success in the 21st century. However, to facilitate students to have good basic literacy and adequate communication skills (either spoken or written) are not easy tasks. As matter of facts, some students still face many problems in learning language especially writing.

Writing as one of the language skills is very important for some reasons. The first reason is that writing is important for senior high school students to communicate or share information and idea such as to write letter or to compose stories. Secondly, writing helps the students to prepare the global competition for their future, for example to get a job in a foreign country. Furthermore, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It may well provoke language development of the students because they think as they write. Though writing is important for students, it is not an easy skill to master. As Richards and Renandya state, writing is the most difficult skill to master for second or foreign language learners. The difficulties are not only in generating and organizing the ideas, but also in translating those ideas into a readable text.² That statement is also supported by the Standard

² Harmer, Jeremy. (2004). *How to Teach Writing*. Edinburgh Gate: Pearson Education.

of Competency and Basic Competence of curriculum 2006 of English learning. According to the curriculum, the writing skill is placed in the last part after three skills namely listening, speaking, and reading. It can be said that the learners have to apply everything that they have got in the three stages before. So, writing can not be learnt spontaneously. One scope of English learning at senior high schools is that students can understand and produce a short functional text and short essays in the form of certain text types. They are procedure, descriptive, recount, narrative, report, news item, analytical explanation, hortatory explanation, spoof, explanation, discussion, and review.

Actually, before writing this proposal, the researcher has conducted preliminary research when she carried out teaching practicum. The main objective of this preliminary research is to observe directly the teaching and learning activities and identify students' problems in writing. To obtain valid information, the researcher used a variety of data collection techniques such as classroom observation, interview, and informal test to measure and observe students' writing skill at the second grade of Man 2 Kota

Serang. Based on the classroom observation the researcher found some students problems in writing as follows:

First, Grammatical Problems. Most of the students still have problem in making sentence. They confuse about what tenses they should take because they do not understand the tenses itself. Second, Vocabulary Problem. The students told the researcher, they still needs vocabulary book to help them to make a text. Third, Cognitive Problems. The subjective issues that understudies face incorporate issues of accentuation, capitalization, spelling, content problem, substance and association.

Meanwhile based on data from the interview with teachers, the researcher obtain the real information about teaching and learning process writing as well as teachers obstacles in teaching such as :

First, Hard to motivate the students. From the interview the teacher have difficulty to motivate the students because some of students are uninterested in writing. Some of the students said writing is very difficult and bored activity because when they want to make a sentence or paragraph, they have to get an idea. Then they also need vocabulary to make a sentence and to make a good paragraph they have to know about structure of the text. And sometime they have a problem with that. Second, Level differences of the students. Every

student has different writing level ability. Some of students have higher intelligences in which they can do faster and do all of activities with excellent result. In other side, there are some students that cannot do fast and get good score because of their lack ability in writing. Third, Uninteresting Method. Old method of teaching writing can be bored for the students. In this era teacher should have an interesting method to enhance student interesting in writing.

One of the failures of a teacher in providing the learning process is determined by the skill in using teaching media and method. The teachers need to get interesting learning in aims to enhance student attraction for active and creative enterprising. It is also submitted by Azhar Arsyad said that the use of learning media in the learning process to generate new desire and interests and generate motivation and stimuli in learning activities.³

From those statement above the researcher is strongly believe that the process of teaching writing should be improved and one of the way to enhance the quality of teaching writing. Through Youtube Video Animated. This method is related to Authentic Material. These days Authentic material can be use of the methodology of teaching.

³ Azhar Arsyad, *Media Pembelajaran*, (Jakarta : Raja Grafindo Persada, 2007), p.

Authentic materials is a moderately simple and helpful method for improving your understudies' general abilities, yet in addition their trust in a genuine circumstance. This is just a concise prologue to the thoughts in question, however a portion of these thoughts could without much of a stretch be extended to frame some portion of a spurring and successful course. Therefore, the researcher study about The Utility Youtube Animated Video to Improve Student Writing Skill on Explanation Text is deserved to investigate comprehensively.

B. Identification of Problem

Having conducted preliminary research and obtained many information relate to the process of teaching and learning writing so, the students' problems in writing can be identify as follows:

1. Some students have grammatical problems
2. Some students have problem of word choice
3. Some students have cognitive problems
4. Some students have vocabulary problem
5. Some students do not have high motivations and less interest in writing English.

C. Limitation The Problem

Considering the urgency of the problems and the ability of the researcher, she focused on improving the students' skills of writing explanation text especially in five aspects of writing namely content, organization, vocabulary, language use, and mechanic. Through this research, the researcher also focused to improve the students' motivation and participation during the actions. By implementing the visual media in second grade of Man 2 Kota Serang, teachers and students were expected to achieve the goal of the teaching that was producing explanation text appropriately. In this study, the researcher intended to know how Youtube Animated Video could improve student's ability in writing Explanation Text.

D. Formulation of The Problems

After knowing the twelfth grade of MAN 2 face many obstacles in learning writing on explanation text, so the researcher proposes two research questions as follows?

1. How is the implementation of Youtube Animated Video in increasing student's skill in writing explanation text?

2. How is students' ability in writing explanation text by using Youtube Animated Video at the second grade of MAN 2 Kota Serang?

E. Objective of the Study

Based on research questions above, the objective of the study can be delineated as follows:

1. To know the implementation of Youtube Animated Video in increasing student's in writing explanation text at the second grade of MAN 2 Kota Serang
2. To observe students' ability in writing explanation text at the eleven grade of MAN 2 Kota Serang.

F. Significant of Study

The research is expected that the result of the research can be used as follows : Theoretical in this study can be used the answer on student's skill in writing explanation text and the utility Youtube Animated Video by the teacher on writing skill at second grade of Man 2 Kota Serang. One the other hand practically this study offer many benefit for some people such as researcher, teachers, students, and another researcher. For the researcher, this study will fulfill researcher's research and to expand the researcher knowledge about

teaching writing. For teachers, this study will give contribution especially in improving teaching writing . For the students, this study will give them feel joyful and not burdened with the writing task and the motivation of writing, they will increase their writing ability. And For another researcher it can be a new ideas to expand new research.

G. Organizing of Writing

This research is conduct of five chapter, the writer organizer as follow :

Chapter I is introduction which consists of background of the study, statements of the problem, the aims of the study, assumption and hypothesis, classification of the term, and organization.

Chapter II is theoretical foundation which consists of the definition of the writing, the types of writing, the writing process, the assessing writing, the definition of explanation text, the purpose of explanation text, the generic structure of explanation text, the language features of explanation text, the definition animated, the definition of youtube, the definition of video.

Chapter III is method of the research which compose of research method, place and time of research, population and sample, instrument, data collection, and analyzing, and the scoring system.

Chapter IV is the result of the study which consists of description of data collecting and interpretation of data.

Chapter V is closing which consists of conclusion and suggestion.

