

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is one of the skills that should be mastered for every student. In addition, writing is also a superior communication tool. Every person is able to deliver announcements, feelings, and ideas to others. According to Sharples, actually, writing is an occasion; students can express something about themselves, explore and explain ideas.<sup>1</sup> Based on statement beside, the ability to write can be achieved through a process of learning and practicing.

Moreover, students can deliver organizing their ideas in their mind. Many people choose writing as efficient and effective communication of information to be expressed in some ways such as business letters, posting letters, and important information in a company's product. Writing is an aptitude of English language which expects students to develop and represent their very own thought, and it is essential to be instructed in light of the fact that it can reinforce students' vocabulary and grammar that they have educated and they can express what in their mind through writing efficiently. Weigle states on her book that:

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign- language education. As advances in transportation and technology allow people from nations and cultures throughout the world to interact with each other, communication across languages becomes ever more essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business and personal reasons.<sup>2</sup>

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<sup>1</sup> Mike Sharples, *How We Write: Writing As Creative Design*, (London: Routledge, 1999), p.7

<sup>2</sup> Sara C. Weigle, *Assessing Writing* (United Kingdom: Cambridge University Press, 2002), p.1.

A teacher asking the students for writing as evaluation is very important to do to know students' ability on writing. This is supported by Sara cited Huges "the best ways to tests people's writing ability is to get them to write."<sup>3</sup> Nevertheless, the majority of students view writing as boring and difficult activity. Writing is seen as the most difficult language ability since it includes not only vocabulary and grammar mastery but also expertise on expressing feeling and thought or idea.

Based on the observation at SMAN 3 Kota Serang, the researcher found many students had difficulties in learning English especially in writing English. They have low ability to arrange and describe the correct English sentences for instance, "now – go - will – home – I = I go will home now; (I will go home now) as the correct sentence", error on grammar in learning writing English for example, "she speaked; (she speaks/spoke/spoken) as the correct grammar". Also a number of the students cannot get idea easily.

The things mentioned above are might be caused by teachers do not use attractive media to improve their writing skills. It will influence the duration given and will also influence to the result of writing if the students get difficult in getting idea. In learning English, the descriptive text is one of genre that must be mastered by students. Descriptive paragraph is a paragraph clearly represents a thing, person, or place in such a way which the reader can imagine the topic and enter into the writer's experience.

Occasionally, although students understand the theory of descriptive text such as the definition, the generic structure and the language features, they are still confused when they asked for writing the example of descriptive text, what is going to be described. This is supported by research from Siwi, she states "...It can be imagined that if their writing is not written in good grammar, people will get confused in understanding the content of their writing ..."<sup>4</sup>

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<sup>3</sup> Sara C. Weigle, *Assessing Writing* (United Kingdom: Cambridge University Press, 2002), p.75

<sup>4</sup> Aninda Aji Siwi, "Kesalahan Tata Bahasa yang Sering Dijumpai Dalam Kelas Writing" *THAQĀFIYYĀT*, Vol. 19, No.1, (Juni 2018), p. 31

To reduce those mistakes, the teacher has to be innovative and creative. Teacher, as a facilitator, must understand about what students need and want. One of the options is giving media and activities that can stimulate students' thought and make them enjoyed. Most of students are interested in learning by audio-visual media for instance videos. Media is very important in teaching and learning process. Media divided into 3 kinds; they are visual, audio and audio-visual media. According to Ropikoh cited James, "Audio visual is combination of audio and visual media that can be manipulated, seen, heard and read".<sup>5</sup> Because all this time they only learn from the teachers and books. The students only hear teachers' voices and look at the book to understand the subject so that it makes students boring and sleepy.

In this 21<sup>st</sup> century, digital technology has the rapid development especially from videos. The use of videos can be provided in education. The development of online video is valuable for the individuals who educate and learn online, as access to video on an expansive range of topics becomes progressively accessible. User Generated Content or media type the content is made by media users itself. Many sites give videos digital that enables its users to view, upload and share videos.

The researcher used National Geographic Wild videos as media to teach English. Because it shows physical appearance, behavior and natural life of animals such as Deadly Jaws program. According to Barbeau in journal entitled Teaching Writing with YouTube directed a research in teaching writing utilizing YouTube. It aids the students request to digital natives, increment the students' awareness, diminishment the gap between teacher and student, and the classroom become favorable.<sup>6</sup>

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<sup>5</sup> Siti Ropikoh, "Developing Students' Skill in Writing Descriptive Text Using Biographical Film", (Research Paper Undergraduate, State Islamic University of Sultan Maulana Hasanuddin, Banten, 2018), p. 4-5

<sup>6</sup> Michelle Barbeau. *Teaching Writing with YouTube*. (Lore 8.1. Spring: 2010), p.6 1-10.

Consequently, the research question of this paper is using National Geographic Wild Videos has any significant effect of writing performance students in descriptive text.

## **B. Identification of the Problems**

Based on the background of the study above, the researcher found some problems in teaching and learning English. Especially, in teaching and learning writing at first grade of SMAN 3 Kota Serang. Those problems found from students and teachers' factor.

Several factors found from the students concerning with students' low motivation. It could be seen from the situation in the classroom. Many of them did not do the homework, some of them looked yawning, doodling, sleepy, day-dreaming, and did not pay attention to the learning process. Furthermore, students' writing ability was low. It could be seen from writing items. Some students asked the teacher what they should write and what language they should use. They had a lot of mistakes of spelling, choices of words, and lacked ideas. It is all caused by lacked their vocabularies in writing. In addition, they were reluctant to bring dictionary. Moreover, the students' attention was easily distracted. For instance, the students became noisy and talked each other when the teacher taught

After that, the problems found from the teacher when the teacher still used a conventional media such as student worksheets and textbooks. In addition, the teacher used techniques which were not quite interesting for the students. The teacher only gave the tasks and students were asked to do the tasks. Furthermore, the writing ability has small portion in learning process. The most taught skill is reading. Therefore, the students had less practice in writing.

## **C. Limitation of the Problem**

From the recognizable proof of the issues over, the researcher limits the issue from this research that concern about the utilization of National Geographic Wild

videos to assist students to improve writing descriptive text and how students react to the utilization of National Geographic Wild videos in teaching writing at the first grade of SMAN 3 Kota Serang.

#### **D. Statements of the Problem**

The issue of this research is defined as pursue:

1. How is the students' score assessment on writing descriptive text at the first grade of SMAN 3 Kota Serang?
2. How is National Geographic Wild videos used in teaching writing at the first grade of SMAN 3 Kota Serang?
3. Is there any significant effect of using National Geographic Wild Videos on students writing at the first grade of SMAN 3 Kota Serang?

#### **E. The Objective of The Research**

Based on the statement of the issue, the researcher has some the objective of the problem those are:

1. To find out the students' score assessment on writing descriptive text at the first grade of SMAN 3 Kota Serang.
2. To find out how National Geographic Wild videos applied in teaching writing at the first grade of SMAN 3 Kota Serang.
3. To find out significant effect of using National Geographic Wild Videos on students writing at the first grade of SMAN 3 Kota Serang.

#### **F. Significance of The Study**

The result of this research is expected to give contribution for:

1. The researcher

For researcher, this research is imperative to expand the researcher's possess information and ability in teaching writing, to get some advantages and experiences

from doing a particular task, particularly the undertaking of exploring the issue in teaching descriptive text utilizing National Geographic Wild videos.

## 2. English teacher

The result of this research is required to give data about how significant utilizing fascinating media is, for example, utilizing National Geographic Wild videos in teaching writing, particularly in teaching descriptive text. The outcome is additionally expected can help instructor in teaching descriptive text by utilizing National Geographic Wild videos to animate students' idea of what must be written in describing. It can assist teacher with making the difficult and fascinating class. Close to it, the educator additionally can give more information to the students by presenting the figure itself.

## G. Hypothesis

Hypothesis is a part of research method. Hypothesis utilized by the researcher to quantify does the experiment affected or not toward object that inquired about. Hypothesis is speculated answer on look into object of the examination issues. Moreover, Hypothesis formulated to clarify relationship at least two variables also to compare a variable. As indicated by Arikunto that hypothesis is "a brief answer according to the issue of research, till it is proven by some of data collection..."<sup>7</sup>

The researcher is interested to investigate the effect of using National Geographic Wild videos on writing descriptive text those are:

Ha : There is a significant effect of using National Geographic Wild videos in teaching writing descriptive text for the first grade of SMAN 3 Kota Serang.

Ho : There is no a significant effect of using National Geographic Wild videos in teaching writing descriptive text for the first grade of SMAN 3 Kota Serang.

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<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), p.67

## H. Previous Study

According to research of Styati, the students who were taught by using YouTube videos had lower writing performance than the students who were taught by using pictures. It means that using pictures in teaching writing is better than using YouTube videos to help the students in writing performance. This study applied quasi-experimental design.<sup>8</sup> Moreover, Nurlaila state that the use of mind mapping technique is recommended in teaching writing in different text types and levels of schooling because it indicate that there is a significant improvement in students' writing ability and successfully motivated them to write Descriptive texts in an enjoyable way . This research used a mixed method.<sup>9</sup>

On the other hand, based on the study above, there are some differences with these researches. Azzahara and Supriatman state that the using audio visual media in teaching and learning process on students' ability in writing analytical exposition text was higher than using conventional media. It means that using audio visual media in writing analytical exposition text is accepted and effective.<sup>10</sup> Furthermore, According to Watkins and Wilkins, if students and teachers have access to the Internet, YouTube can be a valuable tool through which multiple foreign language skills can be taught. YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World English's, and promote authentic vocabulary development.<sup>11</sup>

In addition, based on Ismaili, the use of movies in EFL teaching have demonstrated that significant difference on utilizing video incorporated in the teaching material. In the other words, movies attract students' attention, present

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<sup>8</sup> Erlik Widiyani Styati, "Effect of YouTube Videos and Pictures on EFL Students' Writing Performance", *Dinamika Ilmu*, Vol. XVI No. 2, (2016), p.307.

<sup>9</sup> Alma Prima Nurlaila, "The Use of Mind Mapping Technique In Writing Descriptive Text", *Journal of English and Education*, No. I Vol. 2 (February 2013), p.9

<sup>10</sup> Chairunnisa Azzahara and Lis Supiatman, "The Effect of Audio Visual Media on Students' Ability In Writing Analytical Exposition Text At Grade XI of SMKN 4 Tanjungbalai In 2017/2018 Academic Year", *Jurnal Dialog: Vol/Num: VII/I*, (September 2018), p.1

<sup>11</sup> Jon Watkins and Michael Wilkins, "Using YouTube in the EFL Classroom", *Language Education in Asia*, Volume 2, Issue 1, (2011), p.113

language in a more natural way that found in course-books. Moreover, it helps students' understanding and improving their learning skills.<sup>12</sup>

Moreover, according to Campen et.al, adding audio seems to have a negative effect on the quality of knowledge and leads to less efficient learning across the two groups. Reading ability does not impact the universality of the redundancy effect, but students with dyslexia should only use audio support when aiming to learn factual knowledge and should be aware that it increases study time in Netherlands.<sup>13</sup>

Subsequently, based on Yazar and Arifoglu, in Turkey the children's perception of the outer world and their creativity levels change depending on various factors, this situation is related with the children's individualization process, personalization and developing identity is shaped in the 4-14 age group and audio visual educational aids make positive contributions to children's creativity level.<sup>14</sup>

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<sup>12</sup> Merita Ismaili, "The Effectiveness of Using Movies in EFL Classroom - A Study Conducted at South East European University", *Academic Journal of Interdisciplinary Studies*, Vol II No 4, (May 2013), p. 121

<sup>13</sup> Carolien A.N. Knoop-van Campen et al, "Effects of audio support on multimedia learning processes and outcomes in students with dyslexia", *Computers & Education* 150 (February 2020) 103858.

<sup>14</sup> Tarik Yazara and Gokce Arifoglu, "A research of audio visual educational aids on the creativity levels of 4-14 year old children as a process in primary education", *Social and Behavioral Sciences* 51 ( 2012 ) p. 301 – 306.