

CHAPTER I

INTRODUCTION

A. Background of Study

Writing skills are one of the important skills that students need to master in learning English. Writing is an activity to communicate writers' idea with others or readers by using written text¹. The important elements in writing are grammar, vocabulary, spelling, organization, and content.² Writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentence.

In senior high school, there are many kinds of the texts that are taught such as descriptive, narrative, recount, explanation, procedure, and report. Then, the researcher chooses the descriptive text to be the topic of this research. Descriptive text is a part of the factual genre. Writing descriptive texts requires students' ability to organize ideas, choose the right vocabulary, and describe objects or situations in detail and in a structured manner³. However, many students have difficulty in developing ideas, choosing appropriate words, and organizing their texts well.

To raise the students' attention and motivation in understanding and making it, the teacher must be able to choose and create a suitable method to give material. It is not enjoyable if the students learn about descriptive text based on the book. According to Jeremy Harmer the over – use a textbook and thus repeatedly follow the sequence in each unit

¹ Ulvah Sari, "The Implementation of YouTube Video to Improve Students' Procedure Text Writing Ability at Senior High School," *ELTS E-Journal of English Language Teaching Society* 8, Vol. 2, No. 4, (2022): 8–15.

² T. S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000), 32-35.

³ John Brian Heaton, *Writing English Language Test* (London: Longman, 1988), 135.

may become boring and the routine textbook will become increasingly monotonous. So, the teacher must have a creative idea to make teaching learning process interesting for student.

Among the various online platforms, YouTube is one of the most popular, especially among students. YouTube provides a variety of educational videos that can be accessed easily and for free. YouTube ranks first as the most frequently accessed platform by internet users in Indonesia, with 94% of Indonesian internet users accessing the platform regularly. Educational videos available on YouTube allow students to learn independently with engaging visual and audio materials. Platforms like YouTube can have a positive impact on the learning process because of their flexibility in presenting engaging and relevant materials to students' needs⁴.

YouTube, which was initially only used as a means of entertainment, has now developed into a platform that provides a variety of educational content. In the field of English language education, in particular, YouTube is widely used as a learning medium because it provides easy-to-understand and diverse visual content⁵. Video is considered as more prominent, more powerful and more comprehensible than any other media used in teaching second language⁶. The use of YouTube videos helps students gain better contextual knowledge, especially on materials that require visualization such as text descriptions.

⁴ Sedigheh, Ainin Sulaiman Moghavvemi, Jaafar. Noor Ismawati, and Kasem. Nafisa, "The Impact of Social Media on Learning Behavior. Education and Information Technologies," *The International Journal of Management Education* 16, no. 1 (2018).

⁵ A Khalid, "Youtube and Education: The Power of Video and Language Learning.," *Procedia - Social and Behavioral Sciences*, 2018.

⁶ C Meskill, "Listening Skills Development Through Multimedia," *Journal of Educational Multimedia and Hypermedia* 5 (1996).

YouTube videos can be an effective tool to support descriptive writing skills because they provide visual inspiration, concrete ideas, and exposure to new vocabulary. According to research by Harmer videos not only serve as a source of content but also as a comprehensive learning medium that helps students understand language structures, develop ideas, and improve vocabulary skills. Video can improve simulations not just because it can provide feedback by allowing students to watch themselves and evaluate their performance, but also because it makes students feel more realistic⁷. YouTube can be a rich source for students in finding visual references for descriptions and understanding text structures.

In order to get the information about the current condition of the students' ability in English subject especially in writing skill, a preliminary study was carried out at MAN 1 Pandeglang, the ability to write descriptive texts of students at MAN 1 Pandeglang in general still did not reach a satisfactory level. This can be seen from the learning results that show that many students have difficulty compiling well-structured texts. The main factor that affects this low achievement is a learning model that is less effective in stimulating students' interest and writing skills. The dominant monotonous learning process often does not motivate students to think creatively and actively. In addition, students' limited vocabulary mastery is a major obstacle in conveying ideas effectively in written texts. Students' inability to choose the right words often results in errors in the choice of diction and the use of grammar, resulting in less engaging and difficult to understand texts.

⁷ J Harmer, *The Practice of English Language Teaching* (Harlow: Pearson Education Limited, 2003), 182.

Another problem is the organization of ideas and structures in writing descriptive texts. Many students have difficulty designing texts that follow a logical framework, such as the identification of the object to be described and the description of relevant details. This makes their texts less directed and tend not to meet the criteria for good descriptive text. In addition, the lack of intensive practice in writing is also the cause of the slow development of this ability. Students need more directed guidance in structuring their ideas in a logical and interesting way. This condition shows the need for special attention to improving writing learning, especially with a more interactive approach and using relevant learning media to improve students' motivation and skills in composing descriptive texts.

Previous research on the use of YouTube videos in English language learning provides important insights into the application of digital media to writing, reading, and speaking skills. Rakhmad Felanie (2021) researched the influence of YouTube videos on the ability to write descriptive texts for students with different learning styles, finding that this media was more effective in improving student achievement than traditional methods. Yuliarti Istiqomah (2024) explored the use of YouTube videos in teaching procedural texts, revealing that students feel more motivated, easily understand the material, and learning becomes more interesting. Meanwhile, Febri Angga Wahyuni (2023) examined the impact of YouTube videos on reading comprehension of descriptive texts, and the results showed a significant increase in the experimental class compared to the control class.

The current state of research suggests that YouTube videos have great potential as an innovative learning medium that can improve students' motivation, comprehension of the material, and overall English

language skills. Although many studies have discussed the use of YouTube as a learning medium, There is a research gap in understanding how YouTube videos can help every stages of the writing process, especially descriptive text. Previous research has focused on the end result of YouTube use (e.g., enhanced comprehension or writing performance), rather than investigating how YouTube videos can help with the writing process itself, such as in idea development, vocabulary acquisition, and organising structure in descriptive language.

Based on this background, this study would be conducted also to know the impact of Youtube Video in teaching descriptive text. The objective of this study is the students of the eleventh grade of MAN 1 Pandeglang. In detail this study entitled " The Effectiveness of Video on Youtube As A Learning Media on High School Students Writing Skill of English Descriptive Text". By identifying the comprehensive effect of using video, this study will provide a practical guide for teachers to integrate YouTube in descriptive writing learning.

B. Limitation of The Problem

This study is limited to the use of YouTube videos that specifically display content related to descriptive text. The videos used include descriptions of places, people, and animals and plants. This limitation aims to ensure that the material provided is relevant and in accordance with the objectives of learning descriptive text. The author believes that effective writing skills are crucial for students' development. This research can achieve its objectives on a continuing basis. This research was conducted in the eleventh grade of MAN 1 Pandeglang.

C. Formulation of Research Study

In this research, the researcher is eager to identify “How is the effect of youtube video on students’ writing skill of descriptive texts?”

D. The Aims of The Study

The specific aim of this study is to know the effect of using YouTube as a learning media on the writing skill of high school students in English descriptive text at MAN 1 Pandeglang.

E. Formulation of Hypothesis

Hypothesis is a writer’s prediction of the reserach findings, statement of the research expectations about the relation among the variables in the reesearch topic. In the term of research, it means that if the hypothesis does not indicate the correlation among variables, the hypothesis cannot be tested. In addition, according to the problems in this study, the hypothesis that will be tested can be formulated as:

a. Nol (H_0) hypothesis:

There was no significant difference in descriptive text writing ability between students who used YouTube as a learning aid and students who did not use YouTube.

b. Hypotesis Alternative (H_1):

There was a significant difference in the ability to write descriptive texts between students who used YouTube as a learning tool and students who did not use YouTube, where students who used YouTube showed better improvement in writing skills.