

CHAPTER I

INTRODUCTION

A. Research Context

Language is an instrument of human communication in everyday life. Language can make it easier to acquire, understand and respond to information. Pre-linguistic, speaking out of language is a major tool for communicating in life either individually or collectively. Individually a language is a tool to explore or pass on ideas, ideas to others, collectively a language that interacts with others. Thus, languages play an essential role in life.

Language is divided into two parts that are spoken language and written language. A spoken language is a spoken language, while a written language is a language written in letters (language symbols). Spoken and written language are vital for communication. Both are used according to the language's intended achievements. In written language, one must be able to write or have written skills.

Writing is an activity to create notes or information on a medium by using characters. Writing is an aspect of language skills that influence other aspects of language skills such as speaking, listening, and reading. It is said that a person was able to write when he understood what it meant. Writing is also a skill in indirect communication.

The ability to write effectively is essential for students. To realize writing skills, a systematic effort is needed starting with basic education. Writing skills are essential in sustaining current life activities and in the future of entering the work

world. A person who has the ability to write can usually express himself and thus can promote skill and competitiveness in the work world.

A lot of types in writing. One is a descriptive text. The descriptive text learning is the learning by which students write about something descriptive. Such as animals, people, or other things. Usually descriptive text is learn in senior high school. Some of these learner charge for learning that is boring or difficult. But students should be able to understand. In the learning process there needs to be learning success.

Some of the things that affect success in school are students, teachers, tools and infrastructure. In the process of teaching learning, the methods and strategies employed by teachers greatly affect students' learning activities. During the teacher's learning activity, a teacher plays a vital role in helping learners achieve a maximum learning success. A teacher is also required to have a professional attitude in teaching, to have good skills and knowledge so that the process of learning to teach runs effectively, efficiently, more interesting and enjoyable. This will result in a high quality education. Tools and infrastructure include learning media that can also influence the learning of teaching.

Different actions in the teaching process need to be taken to reduce the level of difficulty students experience in learning English. Proper use of learning media and the varied teaching methods used by teachers can make learning languages easier. Interesting and creative use of the learning media can also increase student

attraction to learn it. So, it needs an innovative learning medium that is tailored to students' needs in the characteristic subjects as well as student characteristics.¹

In the process of learning teaching, a teacher might use some learning media. Medium in language means middle, medium, or introduction. Whereas in Arabic the media is a middleman or transporter of a sender to the recipient of the message.² So media is a tool used to communicate messages or information. While learning is a process of learning teaching between a teacher and a student being taught both in class and out of class.³

The learning media is everything that when used to communicate messages or information related to the learning materials. The learning media is particularly supportive of effective teaching learning processes. The purpose of using learning media is to be made into a facilitator and to facilitate the teaching process so as to increase both the quality of learning and the appeal of students to the spirit of learning.

One medium that can be applied in the learning process is audio-visual media. Visual media is a learning medium that can be digested by sight and hearing. It's usually a video, in which the video is accompanied by sound. Before determining the media and learning AIDS, teachers should know the characteristics and type of students both individually and in groups, so that the media is used according to the

¹ Tyas, Novi dan Nurul, *Keefektivan Penggunaan Gambar Flanel Dalam Pengajaran Kosa Kata Bahasa Inggris*, (Surabaya: Universitas Nadhlatul Ulama Surabaya, 2020), 74.

² [Http://www.Pengertian ahli.ckm/2014/07/pengertian-media-dan-jenis-media.html](http://www.Pengertian ahli.ckm/2014/07/pengertian-media-dan-jenis-media.html)

³ Nurdiansyah dan Eni Farcyatul F, *Inovasi Modal Pembelajaran*, (Sidoarjo: Nizamia Learning Center Cet.1, 2016), 34.

abilities and needs of the students. Audio-visual media also has an effective dose of media.

In the age of globalization, it has brought great improvements in information technology and communication, including education. An interesting and not monotonous selection of learning strategies and proper teaching media will help students understand an effective learning topic or material. It is time for a teacher to stop using conventional means of classroom learning. One is to use youtube technology as a learning medium. By youtube, a teacher can display interactive, interesting and fun learning videos.

In youtube use, we do not only read the text shown in videos but also there are video and audio presentations that enable to be understood by everyone the lessons more easily. Using the skill learning video in particular writing, time will be shorter and students will be able to understand more knowledge in these interactive ways.

Youtube already implemented to students in writing descriptive texts for 10th graders of SMAN 1 Galis. This is because seeing the condition of students feeling bored with learning. They are fed up with the worrying pandemic situation. During the pandemic, students are faced with conditions where they must continue to study and comply with health protocols. Meanwhile, the learning process in schools is limited by law, so an effective learning media is needed where teachers use YouTube as a learning medium. So that students can access the material anytime and anywhere. students can have many learning references and new enthusiasm for the learning process. Therefore, the English teacher at SMAN 1 Galis chose

Youtube as a medium for learning to write descriptive text that students can access easily.

B. Research Focus

1. How does the teacher use youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?
2. What are the students responses by using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?
3. What are the advantages of using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis?

C. Research Objectives

From research problems above, the purpose of this study are :

1. To describe how the teacher use youtube in teaching writing descriptive text at the 10th graders of SMAN 1 Galis.
2. To know the students' responses by using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis.
3. To know advantage of using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis.

D. Significance Of Study

1. Theoretical Significant

The theoretical benefits of this research are expected to provide greater knowledge and be a media guide in the process of learning teaching.

2. Practical Significant

a) For Students

- 1) Learning references and have a new passion for learning process and students can use youtube as an effective medium.
- 2) Develop students' power of reason and can enhance student creativity in writing descriptive text. So, teachers can understand student responses to the use of youtube media in the learning process.

b) For Teacher

It may be used as a reference or method reference in improving the quality and interest of learning in writing descriptive text country junior high school students 1 Galis to have more.

c) For School

To provide information and input to schools essential methods of effective audio-visual media, one of them is youtube in writing study.

d) For Researcher

The researcher can learn more about a teaching media of youtube in writing descriptive text in SMAN 1 Galis.

E. Scope And Limitation

Creswell stated that scope is focus on thing which intended to search by researcher, whereas limitation is a potential weakness or problem with the study

that identified by the researcher.⁴ It is important to researcher define the scope and limitation for analyse it, because to avoid an ambiguity in the result of research.

The scope of this research is the use of audio visual media (youtube) in writing descriptive text of students. While limitation is at 10th graders at Senior High School 1 Galis Pamekasan.

F. Definition of Key Term

1. Audio Visual Media

Audio-visual media is a medium that is categorically inoperable to display images and sounds at the same time, containing learning messages. The learning media has more than one component so it is a integration of several elements that it can display sound and moving images in unison, systemically and logically according to the purpose and readiness of the student who receives them.⁵

2. Youtube

Youtube is the largest and most popular online video sharing website in the world. Youtube users are now spreading around the world from many ages, from childhood to adulthood. Youtube users can upload videos, search videos, watch videos, discussions about videos and at the same time share video clips

⁴ John W.creswell, *Educational Research Planning, conducting, and evaluating quantitative and qualitative reasearch*, (Boston: Pearson Educational, 2012), 199.

⁵ Muhammad Ramli, *Media Dan Teknologi pembelajaran*, (Banjarmasin: Antasari Press, 2012), 85

for free. There are millions of people every day who access youtube, so it's not wrong that it has the potential to be used as a learning medium.⁶

3. Writing

Nunan states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing present the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes such as planning, sequencing and expressing the content. It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

Based on the explanations, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clear understood by the readers.⁷

⁶ Diah Retno, *Pemanfaatan Youtube Sebagai Media Pembelajaran Dalam Meningkatkan Kreatifitas Guru Bahasa Inggris Mts Al-Insan*, (Tangerang: Universitas Muhammadiyah Tangerang), 448

⁷ Desi Nur Komariyah, "*Writing Strategies Used Media*" (Skripsi, Purwokerto: FKIP UMP, 2015),1

4. Descriptive Text

A descriptive text is a kind of text with purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. The social function of descriptive text is to describe a particular person, place, or thing.⁸

G. Previous Study

Previous research that is relevant to this research is research conducted by Liliy Erlinda Purnama Sari and friends entitled “*Pengaruh Media Audio Visual Terhadap Kemampuan Menulis Teks Dekripsi SMP Negeri 7 Sungai Raya*”. This research has aim to analyze and describe the effect of using audio visual media on students’ writing skills in descriptive text at class 7 of SMP Negeri 7 Sungai Raya. The method that used in this research is an experiment in the form of a quasi-experimental with nonequivalent control group design. The data is collected by using pretest and posttest. The result of the research show that the average score of the control class and experiment class is 65.17 and 82.00. In the t-test, tcount was -7.293, and the ttable with $\alpha = 0,05$ was -2.048 and Sig (0.000) < α (0.05). The tcount value is located far from the ttable and thus being out of the H0 rejection area. Hence, the selected learning media is more effective in improving the students’ writing skills in descriptive text than using a conventional method⁹. The previous study and this research have similarity. It is about the use of audio visual media exactly youtube in writing descriptive text. The difference of these research is about location. The location of the

⁸ M Mursyid, *Learning Descriptive Text*, (Karangdadap: SMPN 1 Krangdadap), 3

⁹ Liliy Erlinda Purnama Sari, et.al, “*Pengaruh Media Audio Visual Terhadap Kemampuan Menulis Teks Dekripsi SMPN Negeri 7 Sungai Raya*”: 1.

previous study is at SMPN 7 Sungai Raya, while the location in this research in SMAN 1 Galis. The next difference is about research method. The previous study use experiment, while this research used descriptive qualitative. The previous study aims to analyze and describe the effect of using audio visual media on student' writing skill in the descriptive text at class VII of SMPN 7 Sungai Raya, while this research has aim to describe how the teacher use youtube in teaching writing descriptive text, the students' responses by using youtube, and the advantage of using youtube in writing descriptive text at the 10th graders of SMAN 1 Galis.

The second relevant research is research conducted by Nelvia Susmita entitled "*Peningkatan Kemampuan Menulis Deskripsi dengan Menggunakan Media Audio Video pada Siswa Kelas XAP2 SMK PI Ambarukmo 1*". The result of the research is that the audio video media in learning to write descriptions can help students find ideas. Students find it easy to inform the object to the reader. This media can increase students' interest and motivation in the learning process so as to improve learning outcomes. It has similarity with this research since the researcher will use audio visual media exactly youtube in writing descriptive text of students in junior high school¹⁰. The similarity of this research with the previous study is about variable that we discuss about the use of audio video media in writing descriptive text.

There are some differences between the previous study and this research. The first is about the research method. The previous study used classroom action research, while this research use descriptive text qualitative. The second difference

¹⁰ Nelvia Susmita, "*Peningkatan Kemampuan Menulis Deskripsi dengan Menggunakan Media Audio Video pada Siswa Kelas X SMK PI Ambarukmo 1*" (Skripsi, Yogyakarta: Universitas Negeri Yogyakarta),100

is about data collection procedure. The previous study use questionnaire, observation, interview and test writing descriptive. This research use observation, interview, and documentation. The third difference is about location. The previous study used SMK PI Ambarukmo 1 as the location, while this research use SMAN 1 Galis. The last is about the aim. The previous study has aim to increase students' skill in writing descriptive using audio visual media, while this research has aim to describe how the teacher use youtube, the students' responses, and advantages of using youtube as audio visual media in writing descriptive text at the 10th graders of SMAN 1 Galis.