

## CHAPTER I

### INTRODUCTION

This chapter consists of the introduction that contains of the background of the study, problem of the study, objective of the study, significance of the study, assumption of the study, variables of the study, hypothesis of the study, scope and limitation of the study, key terms, and framework of discussion.

#### A. Background of the Study

There are many kind of language used by human life in the world. However English is the most language used by people, because English is International language. According to Richard and Rodgers in their book, they said

“whereas today English is the world’s most widely studied foreign language, five hundred years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually become displaced as a language of spoken and written communication”.<sup>1</sup>

Therefore, English as an international language has been used by most of people in the world according Indonesia. Some people of non-native speakers use English as a foreign or second language to communicate in many different kinds of social situation and for many different purposes. English also has become one of important subjects in Indonesian schools. English also has become one compulsory subjects taught at school. It is given from Junior High School up to Senior High School. By mastering English, we can communicate with other people

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<sup>1</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language teaching*, New York: Cambridge University Press, 1986, p.1.

who speak English, acquire and broaden our knowledge. According to Brown, he state that for than six decades now research and practice in English language teaching has identified the four skills, namely listening, speaking, reading, and writing as of paramount importance.<sup>2</sup>

Equally important based on four basic language skill, the writer conducted the study on writing skill. Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others.

English writing is thought to be an essential skill for success in the modern global economy. Many experts would go as far to say that without certain knowledge of English reading skills and English writing skills, a career would be somewhat limited if it involves doing business in English-speaking countries at even a basic level.<sup>3</sup> That is the first reason for writer to conduct the study in writing. Because after graduate from academic world, everybody will joint in working world.

In the other hand, writing is transferring information or ideas of different kinds of the context to reader. According to Walters in Yatimah, writing is the last and perhaps most difficult skill students learn.<sup>4</sup>

Even more important, academic writing is different from creative writing and personal writing. Academic writing is the kind of writing used in high school and college classes. Creative writing and personal writing are informal, so we may use slang, abbreviation, and incomplete sentences. However, academic writing is

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<sup>2</sup> Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy (second edition)*, 2001,p.232.

<sup>3</sup> Bloomsbury international; *Improving English Writing Skills*.p.2.

<sup>4</sup> DurotulYatimah, *the Effetivenes of Using Animation Film as the Medium in Writing Narrative Text*. STAIN: STAIN SalaTiga, 2014.

formal, so we should not use slang or contractions and also, we should take care to write complete sentences and to organize them in a certain way.<sup>5</sup>

Based on the curriculum of junior high school which recommended by the government. Writing skill is one of the other skill that government really pay attention. Writing is one of skill that need by students when they have school final exam. Based on curriculum is also there are some text which have to be mastered by students at junior high school, namely narrative, descriptive, recount, etc. One of the text is descriptive text.

It is important for students to learn writing descriptive because based on syllabus in 2013 curriculum the descriptive text is one of many text that must be taught by teacher, and for measuring students understanding is assessing students to write. The government also formulates the third of the core competences about understanding and applying knowledge (factual, conceptual, and procedural) based on students curious about knowledge, technology, art, culture related to the phenomenon and real case. The fourth of the core competences is about processing, provide, and reasoning in domain concrete (using, analyzing, arrangement, modifies, and making) and domain abstract (writing, reading, counting, drawing, and composing) based on what have learn at school and the same another source in point of view and theory.<sup>6</sup>

Descriptive text has some social function that is to importance selling,

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<sup>5</sup>Alice Oshima, Ann Houge, *Introduction To Academic Writing*, third edition, p.3.

<sup>6</sup>Syllabus 2013 curriculum, English Language Subject, VIII class at MTs N 2 PalangkaRaya.

buying, introducing, reporting suffer from a loss. In writing descriptive the students also pay attention to use of noun, pronoun, adjective.<sup>7</sup> It helps students to increase their grammar ability.

The writer conducted the study about animal description because describing animal more complex than personal. Animal has several types, there are mammals, reptiles, birds, insects, aquatic animals, and also spider. From the types also has its own characteristics.<sup>8</sup> Person in general are the same, but animal sometimes find in Australia there is no in Indonesia, for example Kanguru. Because of the problem the writer using video from YouTube video as media in teaching.

According to Berk, he said "A video can have a strong effect on your mind and senses. It is so powerful that you may download it off the Internet or order the DVD from Amazon along with the CD soundtrack so you can relive the entire experience over and over again. This attraction to videos extends to movies, TV programs, commercials, and music videos. Quite possibly those students eventually may want DVDs of their classes".<sup>9</sup>

Dudeny and Hockly explain that technology in language teaching is not new. Indeed, technology has been around in language teaching for decades - one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world. As access to Information and Communication Technology (ICT) has become more widespread, so Computer Assisted Language Learning has moved beyond the use of Computer programs to embrace the use of the Internet and web-based tools. The

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<sup>7</sup> Ibid

<sup>8</sup> Lovez, V & Terril. *Wildlife Animal*. Colorado: State University. 2014.

<sup>9</sup> Ronald A. Berk, *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom*, Baltimore, Maryland, 2009, p.2.

term TEFL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communication technology.<sup>10</sup>

Alimemaj in Kabilan states, watching video in YouTube will help students to memorize the events more easily. Because this website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons. Maness in Kabilan also said that students get positive indicators when they watch nature and real life videos.<sup>11</sup> It is same as other studies discovered by Sherman, Liu and Lin that students enjoy watching video/clips/pictures/films on YouTube, because it gives them more enjoyment and exploring the world.<sup>12</sup> That is why the writer is interested in using YouTube video. The writer in this current study hopes to make use of YouTube which makes the learning process not only more meaningful, but also with more enjoyment.

The writer was conducted the study at MTs N 2 Palangka Raya, because based on observation during the writer had teaching practice at MTs N 2 Palangka Raya, there are some problems in teaching and learning descriptive text especially how to write as well as possible when students trying describe completely the features. Even though the students have learned tenses, they have many vocabularies, and ever heard and see the person, things and animal, but in fact

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<sup>10</sup> Gavin Dudeney and Nicky Hockly, *How to Teach English with Technology*, Pearson Longman, 2008, series editor: Jeremy Harmer.

<sup>11</sup> Kabilan Muhammad, *The Use of YouTube in Teaching English Literature The Case of Al- Majma'ah Community College, Al-Majma'ah University (Case Study)*, International journal of Linguistic, p.526.

<sup>12</sup> Ibid, p.541.

they are still confused. Because they do not know how to write based on how they are looks like exactly. Sometimes they write just as they can and do not pay attention in detail. Other reason, some of the students have low motivation in learning English. The other condition is the social background of the students. The students do not use English as their primary language. It makes them hard to write the word or the letter in English. The other problem is the lesson time. It is only twice per week the English lesson in school. The English material taught by teachers is not only focused on writing, the material is English commonly. So they do not get enough time to learn about how to write English.<sup>13</sup>

The writer was conducted the study at MTs 2 Palangka Raya is also because that school has enough facilities such as LCD, well classroom, library and computer laboratory. The writer is interested in using video in this study is also because sometimes we just saw video in YouTube for fun, but in this study the writer tries to use video in YouTube as media for learning.

Based on the problems above the writer chooses THE EFFECT OF YOUTUBE VIDEO TOWARD STUDENTS' WRITING SKILL OF ANIMAL DESCRIPTION AT THE EIGHTH GRADE OF MTs N 2 PALANGKA RAYA as title of the study.

## **B. Research Problem**

Based on the background of the study above, the research problem of this study is: What is the effect of YouTube video toward students' writing skill of animal description at the eighth grade of MTs N 2 Palangka Raya?

## **C. Objective of the Study**

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<sup>13</sup> Observation on Teaching Practice II, 18 September 2014.

Based on the problem above, the objective of the study in this study is to measure the effect of YouTube video media toward students' writing skill of animal description at the eighth grade students of MTs N 2 Palangka Raya.

#### **D. Significance of the Study**

The result of this study has two significances. The first is theoretically significance that the writer expects to develop knowledge in an educational area, especially in the use of YouTube video on the teaching of writing skill. The writer hopes the knowledge can contribute a progress of theories in improving students' writing skill. The second is practically significance; for the lecturers or teachers, this study can be additional resource in improving writing skill through the use of YouTube video. For the students, this study attempts to obtain a solution to help the students to improve their writing skill. Finally for the other researcher, this study can be use as a reference to conduct a relevant study.

#### **E. Assumption of the Study**

Based on the previous study, in this study the writer conducted the assumption that YouTube video can help students in writing skill of animal description and students' writing skill increased after teaching using YouTube video.

#### **F. Variable of the Study**

There are two variable in this study as follow below:

Independent variable (X): YouTube video media.

Dependent variable (Y): students' writing skill at the eighth grade in MTs N 2 Palangka Raya.

### **G. Hypotheses of the Study**

Alternative hypotheses (Ha):

Using YouTube video media gives effect toward students' writing skill of animal description at eighth grade in MTs N 2 Palangka Raya.

Null hypotheses (Ho):

Using YouTube video media does not give effect toward students' writing skill of animal description at eighth grade in MTs N 2 Palangka Raya.

### **H. Scope and Limitation of the Study**

The study belongs to quasi experiment research. The study focuses on using YouTube video toward students' writing skill of animal description at the eighth grade of MTs N 2 Palangka Raya. MTs N 2 Palangka Raya uses K13 (2013 curriculum) that integrated one to another skill, one subject to another subject, but the writer focuses on one subject that is English and focuses on students' writing skill. The topic was animal description, and the sub topic was describing Elephant, Giraffe, and Tiger. The writer using video taken or had been downloaded from YouTube, does not online video. The kind of the video is real and animation video. The subjects of this study are students of the eighth grade in MTs N 2 Palangka Raya. The numbers of the subject is class G students for control and class H students for experiment class.



## I. Definition of Key Terms

### 1. Effect

Effect is a difference between or among population means.<sup>14</sup> In this study, effect is the impact or aid of YouTube toward students' writing skill.

### 2. YouTube Video

Maness in Kabilan states, YouTube is one of the online materials that can be embedded in traditional classroom situations.<sup>15</sup> In this study, YouTube is a media that is used by writer to teach animal description at MTs 2 Palangka Raya. The websites as sources of YouTube video are; describing animal by Alejatharsh upload on Sep 6 2011: <https://www.youtube.com/watch?v=CYMclpp9aQ8>, animal body parts by David Dodgson upload on Jan 9, 2011:<https://www.youtube.com/watch?v=mQ9LVzZ79Fc>, animal sounds by Little baby bum publish on Aug 27, 2014:[https://www.youtube.com/watch?v=Jn\\_5RjLiGHY](https://www.youtube.com/watch?v=Jn_5RjLiGHY), animal by all things animal tv publish on Nov 12, 2014:[https://www.youtube.com/watch?v=qnaXJf\\_yaj8](https://www.youtube.com/watch?v=qnaXJf_yaj8),<https://www.youtube.com/watch?v=CP5uJVpHrVw>, animal sounds for kids by Appuseries publish on Jul 13, 2013:<https://www.youtube.com/watch?v=85IrAbBjK3c>, physical characteristic of animal by eduvidumupload on aug 31, 2009: <https://www.youtube.com/watch?v=jemRyj2-mDs>.

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<sup>14</sup> Sabarun, *The Effectiveness Of Using Outlines In Writing Expository Essays Of The Fifth Semester English Department Students Of Palangka Raya State Islamic College*, Unpublished Thesis, Palangka Raya: STAIN, 2010, p.5.

<sup>15</sup> Kabilan Muhammad, *The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)*, international journal of Linguistic, p.526.

### 3. Animal description

Animal description is a text that tells about animal feature. In this study, animal description is learning material in syllabus at VIII class that will teach by writer using YouTube video at MTs N 2 Palangka Raya.

### 4. Writing skill

Writing is a communicative act and a way of sharing observation, information, thoughts, and ideas with other through written language. In this study, writing skill is one of the skill taught at the eighth grade at MTs N 2 Palangka Raya and was be skill for observe by the writer.

## **J. Frame of Discussion**

The systematic of the discussion of the study as follows:

Chapter I : Introduction, it consist of background of the study, problem of the study, objective of the study, significant of the study, variables of the study, hypothesis of the study, scope and limitation of the study, key terms, and framework of discussion.

Chapter II : Review of related literature, they were about writing, media , kinds of text, descriptive text, related study, teaching writing at Junior High School (MTs).

Chapter III : Research method consists of research design, population and sample, instruments of the study, validity, reliability, data collection, and data analysis.

Chapter IV : Research findings and discussion, consists of the result of pretest experimental and control group, the result of post test experimental and

control group, result of data analysis, discussion.

Chapter V : Closing, consists of conclusion and suggestion.