

CHAPTER I

INTRODUCTION

Chapter I outlines the research background, research question, problem identifications, research objectives, research significance, and research scope.

1.1 Research Background

Language proficiency in English is necessary. Students must comprehend the global significance of the English language. English is a global language that everyone must master in the current times. English is crucial not just for students in school but for the whole globe. English also is a Universal language that can not be denied and ignored. Nishanti (2018) states English is a common foreign language, a language that all people in the world need to learn to make good communication and also get more relations. It implies that the English language is a communication instrument. It is not unexpected that English has become a worldwide language and is in high demand throughout the globe. English language abilities are skills that must be taught in the current period, particularly for communication.

Markus (2018) states “Speaking, listening, writing, and reading are the four main abilities in English, and they are all interconnected”. To learn English fluently, learner must possess these four abilities. Harni (2016) states writing is about the process involves considering how to represent a concept in effective writing and putting the assertion into a well-structured paragraph. Writing down thoughts is an effective method of transferring information. According to Kate

and Guy (in Nacira 2010: 17), writing explores one's thoughts while also learning from the writing process itself. It implies that writing is the preferred method of communicating with others.

Writing is a difficult skill to master, especially for beginners. It is challenging to learn how to compose a decent sentence and use proper language simultaneously. Writing is a more difficult skill to master than any other. It is not just about learning grammar and vocabulary that one may improve one's writing abilities. It is required to think, come to a conclusion, and comprehend how to write by conveying ideas, views, and emotions. In conclusion, students may take the exercise and put it on paper with a strong language structure, excellent grammar, and good vocabulary to present it to the class. It is enjoyable to use video as a learning tool to improve one's English writing abilities. Students who are learning English can be taught how to write with many different tools.

Canggara (2010) defines “Media is a tool to inform a message from communicator to the public.” One of the media that is used to learn writing skills is media audiovisual. Anis (2021) states teaching with audio-visual technology is a method of conveying material using mechanical and electronic machines to present audio-visual messages. One of the media audiovisuals is a video, Video is one of the media to teach English writing skill. A video is an excellent tool for learning and understanding writing skills more quickly. Video is the most effective medium for increasing learning practice. The learners better understand the material by seeing the video in conjunction with the text. Video is also an audiovisual medium that may represent an item that moves in conjunction with natural or suitable sound. It is one of the most popular. Learning English via video

to get more straightforward and accessible as time goes on, rather than through books, since it is practical and can be learned anywhere. Through video, students may also listen to the sound while seeing images that move simultaneously. It to be simpler for beginners to learn English if they have access to audiovisual media. When students are writing English for the first time, watching videos with text and listening to them immediately help them grasp what they are writing. Harmer (2003: 290) states “asserts that video enhance simulation not just because it can offer feedback when students can see themselves and assess their performance but also because video presence makes students feel more realistic”.

Mithahussaidah (2017) states "video as one of the technologies that can products that present the constant movement of sophisticated images. It is like moving pictures and animated pictures, or moving texts accompanied by an audio or sound effect". However, media video is an excellent medium to teach writing skills In vocational high school. Vocational high school requires students to learn English by speaking, listening, reading, and writing. In vocational high schools, students are also required to be active in writing activities, writing forms, and matters relating to hotels. Not only in vocational high schools, but all beginners who are learning English also need to learn to write because by writing, we can read and start speaking.

The media music video is one of the way teacher teach English writing skills. Rahman (2017) states “Music video is a short film that can be used to promote the videos which integrated a song”. The music video can be concluded as a video with an image that can move and have several meanings in every video

broadcast and have the expression or atmosphere of the video that goes along with the music.

Afandi (2020) shows the importance of using media videos to teach English writing skills in vocational high school. The use of media video in the form of animated images and displaying sound simultaneously made students' understanding more responsive to learning. The use of media such as music videos can be obtained from direct recording activities and various application sources that are currently widely used by the public. In addition, if the music video is more interesting to watch, it made easier to remember writing, and the process of teaching writing will be easier.

Rahman (2017) states excellent and exciting results of using media audiovisual like videos as a medium to teach English writing skills. Farida (2019) states that video is the perfect media for the teacher because it has the power to make students interested in writing. Previous research used media video to teach students' writing skills, as a change and novelty from previous research, which used video as a medium to teach writing skills, especially in descriptive text. Based on the syllabus, several types of texts are taught in high school. One of them is descriptive text. The researcher is interested in teaching students through music videos to teach students to learn English writing skills. Not only that, researchers found some related to the problems experienced by vocational high school students in Buleleng.

Students' difficulties in the writing English skills are the first problem, one of the problem on the grammar and vocabullary. From the observations was done,

students' do not fully understand writing skills. The researcher states the speaking skills are pretty good, it must be balanced with an understanding of writing skills. The teaching of English in this school only uses manual media. Sometimes the infrequent use of power points makes students bored with learning lectures and understanding. Students who do not comprehend do not have the courage to participate in class activities that promote learning.

The complex learning process influences students writing. The difficulties experienced, such as 1) errors in writing. In writing, students often mistake what the teacher is talking about with what the students write. For example, when the teacher says "went", which means "go" (is taken from verb 2), but students interpret the meaning "when", which means have the meaning "Kapan " in the Indonesian language. 2) lack of understanding of how to use grammar rules such as subject, verb, etc. Used of grammar confused still do not know what the subject is and still do not know irregular verb, regular verb as well so it means they still poor about a verb, adjective of the writing skill.

Factor in the learning, such as media, can influence students writing skills. The use of manual media such as books makes students stuck in one source that does not use other sources to find materials or materials to ask questions; students are also less active because learning looks too dull. Students were too silent for fear of making mistakes. Students listen more, and they are inactive when answering the questions for fear of being wrong. As a result, students are more silent, and learning becomes less effective. It makes students have narrow thinking to learn English and get to know the new vocabulary, which can confuse students in learning English. Because of the problems above, the researchers

choose this school to implement music videos to teach writing skills. Then, a music video can be used as a media to motivate students to learn English more exciting and enjoyable.

Rahman (2017) states that video is the best way to teach students to learn English writing skills quickly. It can motivate students to open their minds, to write with their ideas, and ease the problem in Writing. Harmer (2003: 290) states that video can improve simulation, evaluate their performance, and helps students feel more realistic in Writing.

Using media video as a medium to teach students English writing skills, the researcher has used music video as a novelty for this research. Therefore, a music video can help students' ability in writing skills (Rahman, 2017). Music video media can help teachers to teach more efficiently and effectively.

1.2 Research Question

Due to the research problems, the research question constructed to achieve the objective of this

1. How are music video implemented as a media to teaching english writing skill at SMKS Triatma Jaya Singaraja especially grade 10th ?
2. What are the opinions of the students grade 10th when they are using music video as a media to learn english writing skill at SMKS Triatma Jaya singaraja ?
3. Is there any different on the students writing achievement before the treatment and after the treatment is given?

1.3 Problem Identification

The problem has been obtained from observations in grade 10 at Triatma Jaya Singaraja with direct observations at the school taught. The results revealed that they were still afraid to make arguments, were not active and were simply silent during the learning process because students lacked the necessary grammar, verbs, and adjectives to write in front of a friend or in front of the school's teacher. Only a few students were active in the question and answer process. After helping a teacher supervise 10th graders while learning, there is something that the researcher wants to research and want to find information. Students must know that for the beginner, learning English, such as the subject, verb, and object, cannot be perfected well and also, when writing sessions, students still have grammar errors such as their verb and adjective. Students have not been able to learn grammar well. Students still only use manual media for learning, and the learning process becomes only reading books. Therefore music videos to be a suitable medium that can help students solve their problems, and students can improve their writing skills through music videos from many sources. also, they can learn English everywhere.

1.4 Research Objectives

The General Objective of this research is 1) to examine how the implementation of music video media can influence students' writing skills. 2) to explain how music videos can be a suitable medium for learning English. Furthermore, the specific research 1) To analyze how the music videos can implement as a media to teach English writing skills for grade 10th vocational high school. 2) To investigate the students' opinions when the teacher implements

the music video as a medium to learn English writing skills at vocational high school. and last 3) To get the result of music video effect for writing achievement before and after treatment given.

1.5 Research Significances

The significant research aims at teachers, students, and researchers to improve EFL quality through media music videos to improve students' writing skills and make a change in the EFL learning process..

1. For EFL teacher

Make teachers understand how to use music videos as another medium to teach English writing skills. The teacher gives the medium through video. The teacher's sources are not only sourced from one source but from many sources. They were providing material or using video as a material through the teacher's video easier to provide music video that is by what the students to learn. Music video media can be in the form of media taken from YouTube. Students have widely used the teacher's recording and even social media, so the teacher quickly asks students to find material to learn. Even music and video media make the learning process more exciting and easy for students to remember. In addition, it makes students much more enthusiastic and happy in learning in class and not bored in learning English to write.

2. For Students

Writing English is an important skill to be mastered for students. It is not just for studying for life writing is an important skill. After finding out

that videos can help students' writing skills, students should practice writing more often by watching music videos and then listening to what the subject said and then writing it down. In other words, the practice needs to be more active. In addition, with social media, videos and other sources like youtube and students already having gadgets to learn, it makes it easier to learn anywhere, especially learning through music videos. Students can quickly learn anywhere.

3. For Researcher

This research significantly improves the experience of researchers in teaching writing skills. In addition, researchers have been better prepared to deal with students who do not understand writing skills to make a professional teachers.

1.6 Research Scope

This study focuses on applying music videos that use vocab from music videos as the primary material for learning to compose sentences, also music video can give students ideas to writing in the text. Students find it easier to assemble sentences into a text by knowing the vocabulary. This research focuses on classroom research and research on writing skills, in the skills of writing descriptive text into material given to students, with the topic of material describing people. This research examined one Hospitality class, class 10 hospitality, using one teacher as media implementation and 30 students as music video users. This research was conducted at SMKS Triatma Jaya Singaraja. The

music video is taken from the internet as a music video treatment material.
Research conducted in class to examined using a test and a questionnaire.

