

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

In English foreign language learning writing competency in students are very necessary and it is considered that having good writing is a must for students. Writing is an activity of delivering messages, ideas and emotions with written language as a tool or medium (Yunus, 2007). Writing competency is used to express students' thoughts, ideas, and opinions in written form. There are many things students get when writing such as communication training, developing critical thinking, training in making logical arguments, can be a place to express ideas. Unfortunately, writing do not attract students. The reasons that trigger why students don't like writing are students don't know what to write, don't have ideas in assembling sentences and feel they don't know how to write to make interesting writing results.

The students' lack of interest in writing is also felt by the English teacher at SMPN 2 Singaraja, the teacher explained that the students' lack of interest in writing was seen when students had difficulty expressing ideas on the task of writing a text, easily lost concentration, often looked sleepy, showed a bored attitude and produced writing that tended to be the same as other students. In this problem, it is realized that the teacher has an important role to increase students' interest in writing. So that the English teacher decided to use YouTube videos in teaching writing, where the delivery of material and text samples would be mostly shown through videos, because the teacher knew that understanding the material and determining the idea of writing required a long process if it was not supported by interesting learning media.

Based on the results of the first researcher's observations, it appears that the viewing of YouTube videos is carried out after the teacher has finished explaining what type of text will be studied, for example writing a description of object. The teacher shows a video related to the material, where the video content begins with an explanation of the material; such as what students must pay attention to before describing things (for example in the form of object size, object colors or object functions). Furthermore, at the end of the video an example of an object description text is given, followed by an animation of the object being described. After the teacher

finished showing the youtube video, the teacher gave the task to the students to write a description of one of the objects in the class, to measure the students understood the explanation of the material and the sample text presented on the youtube videoa. The YouTube video used is an English video followed by a translation into Indonesian, with the aim that students better understand the content of the YouTube video.

As long as youtube videos are used in teaching writing competence to seventh graders, it turns out that it poses several challenges that must be faced by teachers. The teacher must prepare the downloaded video before the teaching process begins, considering that the internet connection at SMPN 2 Singaraja cannot be accessed smoothly through each class. In addition, the teacher must also be selective in choosing the language in the video, such as an English video followed by an Indonesian translation, so that the contents of the video are easily understood by seventh grade students. Furthermore, the availability of teaching support tools that are not yet complete, one of which is not equipped with a projector white screen in each class causes teachers to have to direct video shows through projector light to a white board or wall, so that the quality and light of the video is disrupted. Teachers must also bring and prepare personal speakers so that the sound of the video can be heard clearly by students because the school or each class is not equipped with speakers.

Youtube is a website with many types of videos ranging from videos for entertainment, education, and news that can be selected in helping the learning or teaching process. The many variations of videos on YouTube make teachers choose to use YouTube videos as an alternative media in teaching writing competency. The use of youtube videos in teaching writing competence, the English teacher at SMPN 2 Singaraja explained that youtube videos can provide students with exciting learning situations so that students can more easily understand the material to be studied. During the teaching writing competency using youtube videos, the teacher also explained that students quickly remembered the material, were more enjoyable. Penelitian pada penggunaan video youtube dalam menulis has been carried out by one of the researchers, namely Barbeu (2010). In the study it was explained that youtube helps the students appeal to digital natives, increase the students' awareness, reduce the gap between teacher and student, and the classroom become conducive.

The use of youtube videos in teaching writing competence has good and effective benefits for students, but amid its effectiveness for students it poses challenges that must be faced by teachers. Therefore, the author will conduct research on the analysis

of using youtube videos in teaching writing competency in seven grades at SMPN 2 Singaraja, where the limit of the problem in this study is how teachers use YouTube videos in teaching writing and what are the challenges faced by teachers while using youtube videos in teaching writing. The author also hopes that this research can collect complete information and help find solutions to the challenges faced by teachers.

## **1.2 Problem Identification**

Based on the background above, writing is a learning activity that is less attractive to students and creates an ineffective learning situation. This can be seen from the results of writing that tend to be the same as other students, have difficulty expressing ideas, easily lose concentration. So to overcome this problem the teacher decided to use YouTube videos in order to attract students' interest in learning to write. However, amid the benefits of YouTube videos in teaching writing competence, teachers also find challenges that must be faced. For this reason, the author conducted this research to find out how YouTube videos are used in teaching writing in seventh grade at SMPN 2 Singaraja. With this research, the researcher also found out what problems were faced by English teachers using YouTube videos in teaching writing.

## **1.3 Research Question**

Based on the research background above , the research questions that can be formulated

1. How is the use youtube videos in teaching writing competency in seven grade at SMPN 2 Singaraja ?
2. What are the challenges faced by teachers in teaching writing competency using youtube videos in seven grade at SMPN 2 Singaraja ?

## 1.4 Research Objective

Based on the research question that has been formulated, it is found that the research objective of this study are :

1. To analysis how the use of youtube videos in teaching writing competency in seven grade at SMPN 2 Sinagaraja.
2. To analysis the challenges faced by teachers in teaching writing competency using youtube videos in seven grade at SMPN 2 Sinagaraja.

## 1.4 Research Significances

### 1.4.1 Theoretical Significance

This study aims to contribute to English teachers in the use of interesting learning media. The results of this study provide insight into teaching English, especially in developing teaching writing competency using YouTube videos as learning media.

### 1.4.2 Practical Significance

#### 1. The Teacher

For teachers, the results of this study are expected to provide information about how the English teacher solves the problems faced in teaching writing competency.

#### 2. The Student

For students, the results of this study are expected to motivate students to write a text, add ideas on the theme of the writing to be made, and create an exciting learning situation.