

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

English is the international language that is used by people in the world. English is the foreign language or second language in every country. There are four major skills in English. They are listening, speaking, reading, and writing. The four skills must be mastered by the students because the four skills are related to each other. However, the researcher only discusses writing skills.

Writing skill is one of the skills in English. Writing is a productive or active skill. According to Nunan (2003) writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. So, writing is the activity of producing words from our minds into sentences and paragraphs and involves vocabulary and structure. Writing is also an important skill for students because writing is the activity to tell what the students think in their mind in written works and to do that all students need good memory and imagination in writing descriptive text. After all, the teachers should be more interested in the learning process.

As we already know at this time, teaching and learning process, there should be interesting innovations. The learning process was no longer focused on one teacher who only used the lecture method which resulted in students getting bored in class. This less attractive learning tendency was a natural thing experienced by

teachers who did not understand the needs of the students both in terms of characteristics and in the development of knowledge especially in this research. The researcher took descriptive text learning, with conventional media tending to be boring, less interactive, and communicative in transferring knowledge as a result of reducing students' motivation to learn in the learning process. In this case, the role of a teacher as a science developer is very large to select and carry out appropriate and efficient learning for students, not just conventional-based learning. Video is an extremely dense media, one that incorporates a wide variety of visual elements and a great range of video experiences in addition to spoken language (Ricard and Renandya 2002).

In a learning activity, according to Stempleski and Tomalin (1990) the use of video can provide background information and proper stimuli for subsequent reading, writing, speaking, and listening activities. According to Dupuy (2001) video can be used to motivate students to learn essential writing skills. According to Chau (2003) the use of video can make language more accessible for students by making it easier to integrate and contextualize writing activities. Based on the definition above, video can be used to motivate the students to learn writing and make the students easier to learn writing in teaching and learning process.

Finally, after revealing that issues, the researcher conducted an observation of the teacher in SMPN1 Percut Sei Tuan. Based on the observation the teacher admitted the use of animation video in teaching writing descriptive text can help the learning that can be seen the following below :

R : What do you think of animation video ?

T : Animation video is a good media in teaching, it can make it easier for students to remember learning material and make students more interested in learning and also motivates students think actively and creatively.

R : Do you see, any kind of benefits of using animation video in teaching writing descriptive text?

T : Yes. I do. Animation video can motivates the students in learning process by watching the animation video, the students can be active more in the class and make them easier to remember all the explanation by the events of the animation video.

Based on the data above the use of animation video could give the motivation more attractive learning, efficient learning for students, and the students were more enjoyable in learning.

Furthermore, the teacher claimed that most of the students couldn't master the material in good enough while the goal of teaching and learning is to make students understand the topic given by the teachers. If the teacher used only conventional-based learning, it could be monotonous and boring. Especially in this case, the researcher only focuses on descriptive text. When the students did not grasp the materials given by the teacher it would then bring the failure to the teacher. One of the impacts of using conventional-based learning who are poor of vocabulary in English was students make noisy in the classroom.

Therefore, the researcher intends to know whether or not animation video in teaching writing practice is used and thus, she is interested in conducting research that focuses on the use of animation video in teaching writing descriptive text

### **1.2 The Problem of the Study**

Based on the problem in the background, the research formulated as follow:

How to the use of animation video in teaching writing descriptive text at VIII grade of SMPN1 Percut Sei Tuan?

### **1.3 The Objective of the Study**

In line with the problem of the study, the purpose of this study is to find out the use of animation video in teaching writing descriptive text at VIII grade of SMPN1 Percut Sei Tuan.

### **1.4 The Scope of the Study**

The scope of the problem of the research to make it more focused on junior high school, there are several interesting aspects to be learned, but the researcher only focuses on how the teacher uses animation video in teaching writing descriptive text at VIII grade of SMPN1 Percut Sei Tuan.

### **1.5 The Significances of the Study**

Based on the study concerning the use of animation video in teaching writing descriptive text for eight grade students, the findings of the study are expected to give benefits:

### **1.5.1 Theoretical Aspect**

Theoretically, this research is expected to add references in carrying out the teaching and learning process using the animation video.

### **1.5.2 Practical Aspect**

#### **A. For the students**

This research is expected to present a way to increase the student's ability in writing descriptive text by using animation videos.

#### **B. For the teacher**

Animation videos can help teachers deliver material to make it easier for students to understand, especially in writing descriptive text.

#### **C. For the next researcher**

The result of this study is hopefully able to give inputs for those who want to conduct a similar research especially on the same topic and as resourceful information how to write descriptive text.