

CHAPTER I

INTRODUCTION

A. Background of The Study

As an international language, English has spread in many sectors of human life so does in education. English language skill becomes one of an important aspect in Indonesian education and a compulsory subject in the curriculum. There are four major skills in English; listening, speaking, reading, and writing. Among those four skills, writing is the most difficult skill to afford, for it is a step by step process. According to Coffin et al, (2003) writing is a process of discovering and organizing ideas, developing ideas, conveying them into paper, reshaping and revising them. Moreover, writing involves some language components such as vocabulary and grammatical accuracy.

According to Curriculum 2013 of English subject, senior high school students are expected to apprehend several types of genres, such as Descriptive, Recount, Narrative, Analytical Exposition Text, and Procedure Text. The basic competencies point 4.4.2, mentions that it is expected for XI grade students to be able to write Analytical Exposition text, concerning to actual issues by using correct social function, text structure, and language feature according to the context. Pardyono (2007) explained that the communicative purpose of Analytical Exposition text is to argue that something is the case. Analytical Exposition is a persuasive text used to express the writer's idea about phenomenon surrounding

and show that something is worth to be considered. It is required the critical thinking of the writer to produce an Analytical Exposition Text.

In fact, students' ability in writing, do not conform the expectation written in the curriculum yet. There are still many students strive and even fail in writing. The students' minimum passing grade criteria (Kriteria Ketuntasan Minimum/KKM) is 75, but there were still many students could not pass the KKM. Based on preliminary data collected on August 23rd-24th 2017 from interview and questionnaire administered to students and teacher in SMA Negeri 11 Medan, it was found that there were still many problems in teaching and learning writing process.

Most of the students had difficulties in choosing a topic and had no idea of what they would write. They had lack of prior knowledge, information and awareness about one particular topic which was discussed. It made them took a lot of time to think and start their writing when they were assigned to.

Moreover, students found it difficult to transcribe their idea into written English language. It was very often that the students had to ask their teacher to help them transcribe and translate their sentences. Several students, who didn't get the help, did not feel certain of their own writing. It is obviously noticed when the teacher asked them to hand their paper out and present it, they did not do it confidently.

Moreover the media used in teaching and learning process were only text book and white board. Learning media was still not efficiently used even though the school is facilitated with additional teaching and learning aid such as LCD

projector and speaker. Teachers did not have enough material and did not know how to provide it. This lack of media could affect students' learning outcome as Slameto (2003) stated that there are three factors affecting the learning outcomes: teaching methods, media, and students' motivation.

It will be more interesting for the students if the text book they use which was Bahasa Inggris, for XI grade students, 2017 revised edition, was combined and supported by additional learning media. It would be more interesting if the teaching and learning process used media to encourage and stimulate students' thinking. Media which is integrated to technology is one of an effective teaching aid. Surjono et al. (2013) stated that one of the obvious aspects in learning process is the use of technology by developing technology as the source of learning. The appropriate use of media is one of the aspects which have to be considered in teaching and learning process, and teacher can use the advantages of technology as a media to deliver the lesson effectively.

In the students' text book, Analytical Exposition is explained in chapter 4 which contains of 7 subtitles; a) Pre-Activity, b) Building Blocks, c) Let's Practice, d) Active Conversation, e) Writing Connection, f) Lets' Create/Contribute, and the last one is g) Formative assessment. According to Oshima (1999) there are several stages in the process of writing. The arrangement had followed the stages of writing process. However, in order to motivate the students and improve the teaching and learning activity, it was suggested that the learning process should be supported by additional learning media to stimulate students' critical thinking.

Moreover, the conventional method applied in teaching process has made the learning process even more difficult. The method applied was lecturing method where the teacher takes place as the source of the knowledge and explanation. It seems that teaching by only receiving information from teacher is less effective for students. Wahyuningsih (2014) stated that conventional methods make teacher more active and dominant, while students are more passive which make they have less motivation and understanding and low learning achievement in cognitive and psychomotoric.

The teacher also explained that students' low motivation in learning made it hard for teacher to deliver the lesson. It was harder for the students to understand the lesson because they have less motivation. So, it is obvious that a cause and effect in teaching and learning process is real.

It would be easier for the students to learn when they are interested to the lesson. Katherine in Ashaver (2013) stated that "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials". In addition, discussing a topic which is familiar to the students can also motivate them to write.

However, learning should create social setting which allow students to implement the knowledge they get to solve the problem in the society, (Winarni, 2013).

By considering those preliminary data, it was concluded that some factors in teaching and learning process caused the students had low motivation and interest to learn writing. One of the factors was the lack of media. Since writing need ideas and thoughts, there should be a media which can stimulate students' critical

thinking that they will be more interested. Teacher should use an appropriate media that makes teaching and learning writing process more attractive and fun. Media not merely can deliver the message of the lesson, but also can attract students to the lesson, for media is originally intended for entertainment purpose. Furthermore, the use of media would help teacher to complete the basic competency in the syllabus. This media would be used as the supplementary media to support the English text book available provided by the government.

There are many types of media which can be used as teaching and learning aid, such as audio tape, picture, flashcards, film, video, and many more. Teachers just need to choose a suitable media which can be applied in their class. When it comes to teach writing, teacher should provide a media which can stimulate students' critical thinking. This will help them to broaden their mind and imagination so that they would know what to write. Moreover, by seeing and listening to something students tend to remember longer.

Webster's Encyclopedia Unabridged Dictionary of the English Language in Ashaver (2013) defines Audio-Visual Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes".

According to Sowantharya (2014) Audio-Visual media, especially videos are definitely acknowledged as one of the most effective tools in education and training.. The effectiveness of Audio-Visual media in teaching has proven by Wahyuningsih (2014). Her research showed that there was a significant increased to the percentage of students who can pass the minimum passing grade criteria

(KKM) from 50% to 90% after treated by Audio-Visual media. It means that Audio-Visual media works well as a teaching and learning aid.

A PC application known as VideoPad would be used to develop the Audio-Visual Media. It is a video editing application developed by NCH Software. VideoPad is an affordable PC application. It allows the users to edit or mix Video, Audio, Image, and Text into one product. This feature could help teachers to design their own Audio-Visual media to be used in teaching, especially to teach English writing skill. Moreover, the additional text or subtitles will make students grasp new vocabulary easier.

Based on those descriptions above, it was decided to conduct a relevant research study which was to develop an English teaching and learning writing media in form of Audio-Visual media.

B. Problem Identification

Based on the background of the study, the problems were identified as follows:

Students had trouble in choosing a topic. Students would take much time to think of the topic when the teacher asked them to write.

Students found it difficult to write because they had no idea to be elaborated. The lack of information and awareness of an ongoing issue became the biggest obstacles for the students to write an Analytical Exposition text. There supposed to be a media to stimulate students' critical thinking that will allow them to think freely before the students were asked to write a text about a particular issue.

The lack of media in learning process caused the students have low motivation and interest in learning English. The media used in the learning process was only students' book and white board. In order to motivate and attract the students, teacher should use an attractive teaching media. When it comes to teach Analytical Exposition text, teacher supposed to use a media which would stimulate students' critical thinking and enlarge their knowledge. Audio-Visual media was considered as a suitable media which the teacher can apply to teach writing.

The teacher's method in teaching was not effective enough to deliver the lesson. The explanation given was not clear because teacher only provide text book as a media and applied lecturing method. One thing that teachers can do was to provide a supporting teaching and learning media which can motivate and attract students' attention and give them a chance to get involved in the lesson.

C. Problems of the Study

1. How are the existing media of teaching used in the school?
2. How should the Audio-Visual media be developed by using VideoPad for teaching Analytical Exposition Text to XI grade students of SMA N 11 Medan?

D. Objectives of The Study

1. To find out how the existing media of teaching in the school are used.
2. To develop Audio-Visual media using VideoPad for teaching writing Analytical Exposition Text of SMA N 11 Medan.

E. Scope of The Study

This research was limited to develop an Audio-Visual media by using VideoPad for teaching writing Analytical Exposition Text to the XI grade students of SMA Negeri 11 Medan.

F. Significances of The study

The findings of this study are expected to be useful for the following.

1. Theoretically:

This research can be useful as a reference to develop English language teaching and learning process.

2. Practically:

Teachers; hopefully this research can help teachers on teaching writing through Audio-Visual media.

Students; hopefully the product of this research can motivate students to learn writing and make the learning process more interesting.

To other researcher; this research can be used as a reference in conducting a research and development project especially about teaching writing Analytical exposition text.