

## **CHAPTER 1**

### **INTRODUCTION**

This introductory chapter begins with the background of a study on the effectiveness of using audiovisual media on students writing ability in descriptive text. This chapter discusses the background of the study, the problem of the study, the limitation of the study, the formulation of the study, the objective of the study, the significance of the study, the hypothesis of the study, and the criteria for testing the hypothesis.

#### **A. Background of the study**

According to IsrianiHardini (2012, p.183), Language plays an important role in human life because language is a means of communication in everyday life. The point is that language has a very important role in human life, one of the supporting factors for the establishment of communication. According to Brumfit (2012), English is an international language that it is the most widespread medium of international communication. In Indonesia English has been taught from elementary school until university. In learning English, there are four basic language skills that must be well mastered by the students, namely listening, speaking, reading, and writing. One of these four skills which is very important and most required in an academic field is writing.

According to Saddhono and Slamet (2012, p.96) suggest that writing is an activity of delivering messages(communication)using written language as a medium. The point is that writing is one of the activities to communicate with other people and writing is also one of the media in communicating. From the

description above, it is clear that writing has a big role in everyday life and in the future because writing is a source of information. In life humans need communication and one type of communication that can be done is through writing activities.

According to Ismayanti&Kholiq(2020) writing is also considered an indicator of student success in learning English, Writing requires a process.Widiastuti&Endahati (2020) state that some important aspects that should be considered in writing skills are content, organization, purpose, vocabulary, punctuation, and spelling. Moreover, Sari, Sumarmi, Utomo&Astina (2021) stated that writing skill shows the quality of student learning. Therefore, writing ability can be obtained through tasks and requires much time.

Program for International Students Assessment (2012) research in the field of literacy or the ability to read and write in Indonesia a 64<sup>th</sup> out 65<sup>th</sup> countries. According to him the culture of the Indonesian people is to watch more often than to write. This survey places China and Singapore in the top two countries. For the ability to understand reading and writing at various levels of difficulty.

The results of the 2015 Program for International Students Assessment (PISA) survey in the category of Indonesian literacy skills are classified as low because they are ranked 66th out of 72 countries. Indonesia experienced a slight increase from 2012. This survey placed Singapore in first position and China in the second best position in the world. In 2018 the results of a survey by the Program for International Students Assessment (PISA) in the Indonesian literacy category ranked 74th out of 79 countries, placing China and Singapore in the top

2 countries for reading comprehension scores with various difficulties. Singapore's Ministry of Education revealed that at the elementary school level, they ensure students master English and mother tongues such as Malay, Mandarin, and Tamil. At the secondary student level, the curriculum is expanded with science, literature, art, design, technology, and economics. Their education system also provides opportunities for children to learn according to their talents. Whereas for students in China, the government only focuses on teaching Mandarin and mathematics in elementary schools, students will only spend 60% of their time at school, and the rest will study music, art, morals, and social interactions between humans and nature.

From the problems above, the researcher uses media as an intermediary to be able to improve writing skills, especially in writing descriptive texts. According to Gumilang (2013), one of the ways to solve the problem is by proposing a teaching media that is interesting, easy, effective, suitable, fun, and helpful to the students. According to Arsyad (2013, p.3) the word “media” comes from the Latin *medius* which literally means ‘middle’, ‘intermediary’ or ‘introduction’. Media is a tool in the learning process that can serve as an introduction to messages from teachers to students. The kind of media is visual media, audio media, and audiovisual media. In here researcher focuses on audiovisual media.

According to Harmankaya (2013) that audio visual media is important to help students use correct, reliable, creative and effective communication tools and messages for students who can easily access information through the developing

communication technologies. According to Wahyuningsih (2014), Audio Visual learning media are one of the media that enable two senses of the students, namely sensory and auditory so they can improve students learning and achievement. Furthermore, the audiovisual media are used to make the students more interested, especially when the students were offered several films which were short duration, have good stories, and contained simple language to be understood, so the media are able to attract students' interest in understanding the subject matter. According to Syaiful Bahri Djamarah (2013), this media is divided into two categories, audio-visual silent, and audio-visual motion.

It cannot be denied that media particularly audiovisual media cannot be separated from our life, and so does education. In learning English, media is an interesting thing to improve the student's communicative ability. Defines audiovisual media as a unit of tools that designs or presents moving pictures and audio concretely. Video is suitable for learning, such as in a class, in the group, and even with a student. It is based on the culture of students that at least they watch a program on television every day. Furthermore, states that video has some beneficial features if it is used in the teaching and learning process. One of them is slow motion where the movement of objects or events can be accelerated or slowed to make the lesson easy to be learned.

In fact, not all students were able to write descriptive text properly and in accordance with the existing elements in the descriptive text. Based on the data taken during the observation with the English teacher at SMP Negeri 1 RunjungAgung, there are some problems faced by students in teaching English

and writing is the most difficult one for the students. Many students cannot write good text, especially in writing descriptive text. Therefore audiovisual media is proposed to be one interesting media, which might be able to solve the writing problem. For this purpose, the nearest media of students' learning is by using audiovisual media. The audio-visual media presentation makes use of the students' senses. What the ears hear is strengthened by what the eyes see, so that the words, that the ears hear, are associated with the visual aids. Hearing and sight are the primary means of human learning. Audio visual media is one of the media used to teach writing descriptive text.

Based on the facts and theory stated above, the researcher is interested in conducting research with the title "**The Effectiveness of Using Audio Visual Media on Students' Writing Ability in Descriptive Text to Eighth Grade at SMP Negeri 1 Runjung Agung**".

## **B. Problems of the Study**

### **1. Limitation of the Study**

In this study, the researcher focussed on the effectiveness of using audio-visual media on students writing ability in descriptive text, the eighth-grade of students SMPNegeri 1 Runjung Agung.

### **2. Formulation of the Study**

Considering the background of the research above, the researcher can formulate the problem: Was it Effectiveness of Using Audio Visual Media on

Students' Writing Ability in Descriptive Text to Eighth Grade at SMP Negeri 1 Runjung Agung.?

### **C. Objectives of the Study**

The objectives of the study were to measure the effectiveness of using audio-visual media on students writing ability in the descriptive text to the Eighth Grade SMP Negeri 1 RunjungAgung.

### **D. Significance of the study**

Theoretically, the study supports the theory of learning using audio-visual video for teaching English at the eighth grade at SMP Negeri 1 RunjungAgung. And Practically, the study will give empirical data on :

#### 1. For the Teachers

This study will help teachers to solve the problem related to descriptive text. Audio Visual video is considered as one method or alternative in enhancing the mastery of writing a descriptive text of the eighth grade at SMP Negeri 1 RunjungAgung.

#### 2. For the Students

This study will give them an experience with the effective method of learning English. Through video, they will expect to have good improvement in writing skills. They can also use audio-visual video as a source of learning English.

#### 3. For the School

This study will be useful to increase the quality of schools because of having students with good achievement and competent English teachers that use

effective teaching methods to improve the students' English achievement, especially in writing skills.

4. For the other researchers

It probably will be used as a reference for those who want to conduct research in the English teaching process, especially in improving students' writing ability.

**E. The hypothesis of the Study**

The hypothesis is a tentative proposition suggested as a solution to a problem, a statement of the researcher's expectation about the relationship among the variables of a study.

Studies are often undertaken in areas in which there is little accumulated background information. A researcher may not know what outcome to predict. There are two hypotheses of the study :

1. Alternative Hypothesis ( $H_a$ ): There is a significant effectiveness of audiovisual media on students writing ability in descriptive text after the treatment process.
2. Null Hypothesis ( $H_o$ ): There is no significant effectiveness of audiovisual media on students writing ability in descriptive text after the treatment process.

**F. Criteria for Testing the Hypothesis**

1. If the significance value is  $t\text{-test} < 0.05$  then  $H_o$  is rejected, meaning there is the effectiveness of audiovisual media on students writing ability in the descriptive text to eighth grade at SMP Negeri 1 Runjung Agung.

2. If the significance value of the t-test  $> 0.05$  then  $H_0$  is accepted, meaning that there is no effectiveness of audio-visual media on the ability to write descriptive texts for class VIII students of SMP Negeri 1 Runjung Agung.

