

CHAPTER I

INTRODUCTION

A. Background of the study

Writing plays a crucial role in helping individuals express ideas, communicate information, and develop critical thinking skills. Writing is an important skill used in various aspects of life, both in education, work, and daily communication. However, many writers, especially beginners, face various challenges in the writing process. Difficulty in organizing ideas, lack of appropriate vocabulary, and grammar problems are often obstacles to producing clear and effective writing. In addition, lack of self-confidence and procrastination can also exacerbate writing problems. Therefore, it is important to understand the various problems in writing and find the right solutions so that writing skills can continue to develop. ¹ stated that students sometimes have difficulty finding the first sentence to start a paragraph, are afraid of being wrong, and are afraid of being different from what the teacher taught. ² stated that Considered an important component in determining, teaching, and measuring language ability is the context of language use. In learning to write, it must be balanced with enthusiasm in order to produce good work. not only by using learning books but also need learning media that help realize creative and competent learning.

However, there are various reasons why many students face writing difficulties. Limited ideas and imagination make it difficult to create and organize content. In line with the statement that said that Another important thing in learning to write is how students generate ideas to be expressed in writing.

¹ A Aini, F Nurdianingsih, and ..., 'Improving Students Writing Skill Through Short Video: A Classroom Action Research', *Prosiding ...*, 2022, 906–14, <https://prosiding.ikipgribojonegoro.ac.id/index.php/SPBSI/article/view/1440>.

² Jyi-yeon Yi, 'Defining Writing Ability for Classroom Writing Assessment in High Schools' 13, no. 1 (2009): 53–69.

According to (Fitriani) writing ability is one aspect of English that is still difficult for students to master³. In line with the statement that states that in learning a foreign language, especially English, writing is the most difficult skill to master well. In addition, proper word choice, spelling, punctuation, and grammar are very important when writing⁴. Students often have difficulty in choosing the right words and proper grammar, which affects the clarity and cohesion of their writing⁵. In addition, motivation is very important. Many students find writing tasks boring and unmotivating, which leads to low participation and poor results.

To solve this problem, teachers use various media as teaching aids to improve students' writing skills. Media functions as an intermediary for communication and interaction between teachers and students during the learning process⁶. Digital technology such as mobile devices and interactive audio-visual learning media are becoming increasingly important to improve the quality of education⁷. The use of appropriate media can help bridge the gap between theoretical knowledge and practical application. This can lead to more effective learning. This is also in line with another question⁸, which states that the use of learning media is carried out to encourage students to participate in learning activities effectively and enjoyably, as well as to achieve learning goals. In addition, say that conventional learning often makes students bored and does not use media⁹. Recently, technology has played an important role in improving the

³ Fitriani Fitriani et al., 'Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School', *International Journal for Educational and Vocational Studies* 1, no. 6 (2019): 632–36, <https://doi.org/10.29103/ijevs.v1i6.1802>.

⁴ Paramita Dharmayanti, Teacher Training, and Education Faculty, 'Effectiveness of Tell-Show Strategy To Improve Writing', no. 11 (2016): 146–53.

⁵ Ita Miftahussaidah Rivai, Early Amalia Arniz, and Sibghatullah Mujadidi, 'The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade Of Smk Pasundan 1 Kota Serang)', *Journal of English Language Studies* 2, no. 2 (2017): 155–65, <https://doi.org/10.30870/jels.v2i2.2243>.

⁶ Muhammad Ediyani et al., 'Study on Development of Learning Media', *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 2 (2020): 1336–42, <https://doi.org/10.33258/birci.v3i2.989>.

⁷ Nurhafid Ishari and Berly Wijayanti, 'AUDIO-VISUAL INTERACTIVE MEDIA AND MOBILE : CHALLENGES AND ASPIRATIONS IN THE ERA', no. 1 (2025): 258–71.

⁸ Gunawan, Taslim, and Dewi Sartika, 'Tiktok As a Media Application for Improving the Student Speaking Skills', *Decode: Jurnal Pendidikan Teknologi Informasi* 3, no. 2 (2023): 396–406, <https://doi.org/10.51454/decode.v3i2.189>.

⁹ Ariyana Ariyana, Intan Sari Ramdhani, and Sumiyani Sumiyani, 'Merdeka Belajar Melalui Penggunaan Media Audio Visual Pada Pembelajaran Menulis Teks Deskripsi', *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa*

quality of education. This statement is also in line with the statement which states that the rapid development of science and technology cannot be avoided, especially in the world of education¹⁰. The use of multimedia, especially short videos, has received attention as an effective tool for improving language skills. Short movies give visual and auditory stimulation that can assist students in understanding the context, expanding their vocabulary, and stimulating their creative writing. The integration of short videos in teaching writing has the potential to make learning more interesting and interactive, thereby improving students' ability to write descriptive texts effectively. In my opinion, using short video not only helps students capture ideas but also provides a more exciting and entertaining learning environment. As a result, this media is extremely relevant for use in the digital age, particularly to inspire students to be more confident and productive in expressing their thoughts through writing.

Media can help students strengthen their writing skills because it allows them to discover new ideas and deepen their understanding of what they are saying. Visual media, can help students better understand the context of what they need to write. In line with the statement mentioned(Dwifadjrin) say that the use of video is one type of media that teachers can use to help teach writing¹¹. By watching videos, students can see images, listen to conversations, and observe the characters in them. By using engaging and interactive media, teachers can create a more dynamic learning environment that fosters creativity and motivation, which ultimately improves students' writing skills. One of the effective media that can be used in teaching writing is short videos because videos can present a real picture of an object or event. In addition, short

Indonesia, Daerah, Dan Asing 3, no. 2 (2020): 356–70, <https://doi.org/10.31540/silamparibisa.v3i2.1112>; Dwi Juliati Ciptaningsih, Aloysius Mering, and Indri Astuti, 'Pengembangan Video Animasi Untuk Pembelajaran Descriptive Text Dalam Mata Pelajaran Bahasa Inggris', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 10, no. 2 (2021): 1–12, <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/43758>.

¹⁰ Ciptaningsih, Mering, and Astuti, 'Pengembangan Video Animasi Untuk Pembelajaran Descriptive Text Dalam Mata Pelajaran Bahasa Inggris'.

¹¹ Guswar Dwifadjrin and Mundriyah Pamungkas, 'The Use of Video As Media in Teaching Writing Descriptive Text', *PROJECT (Professional Journal of English Education)* 3, no. 5 (2020): 624, <https://doi.org/10.22460/project.v3i5.p624-632>.

videos can trigger ideas for writing so that by using this media, students get an idea of what to write. Short videos provide visual and audio stimuli, which help students understand concepts more quickly. This statement is in line with the question, which states that through short video media, students will have a clear picture and be more focused on the events they have watched¹². Short videos also offer real-life examples, story elements, and contextual language input, making learning more interesting and easier to understand.

Videos can be used as triggers in descriptive text lessons to help teachers encourage class conversations about the topic¹³. Short videos can present something that is described, such as tourist attractions, scenery videos, and many more that can be used to understand the process of improving students' writing in class. Students not only read books but also watch videos that are equipped with text so that they are easier to understand when watching short videos. In addition, videos can be replayed, allowing students to learn each step better without being too burdened with time. The use of short videos also encourages active student participation. They can be invited to create descriptions of something they like with their own versions, both individually and in groups. This activity not only trains descriptive text writing skills but also speaking skills, creative thinking, and collaborative skills. Thus, learning descriptive text becomes more lively, contextual, and fun. Short video learning media used by researchers to improve descriptive text writing skills are short videos that display tourist destinations.

Videos describing tourism in Bali, present visual and audio information about the natural beauty, culture, and tourist attractions in Bali. With a short duration but dense

¹² Aini, Nurdianingsih, and ..., 'Improving Students Writing Skill Through Short Video: A Classroom Action Research'.

¹³ Rivai, Arniz, and Mujadidi, 'The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade Of Smk Pasundan 1 Kota Serang)'.

with information, this video is able to attract students' attention while providing concrete examples of how to describe a place in detail. Through this display, students can enrich their vocabulary, understand the structure of descriptive text, and be inspired to write more clearly and interestingly. In addition, the use of short videos as a learning medium can also create a more interactive and enjoyable learning atmosphere. The utilization of learning media, specifically short video in learning, as a learning aid is extremely beneficial to the learning process¹⁴. In writing descriptive text, students learn to organize ideas, choose the right vocabulary, and construct sentences correctly. A good descriptive text contains important elements, such as identification (introduction of the subject) and description (explanation of the characteristics of the subject, such as color, shape, size, feelings, or behavior). The arrangement of words in descriptive text generally uses simple present tense, adjectives, and linking verbs such as *is*, *are*, and *has*. Through descriptive text writing exercises, students can improve their ability to compose lively and meaningful texts, which is an important part of mastering overall writing skills.¹⁵ stated that students are able to describe ideas, emotions, and feelings that they experience based on their knowledge, experience, or imagination, so that readers can enjoy the contents of the writing without directly experiencing and feeling them.

During the pre-observation, the researcher found that the ability to write descriptive texts in students was still low; the learning methods used were also still conventional, which only focused on textbooks without any other learning methods, so that students easily got bored. Therefore, the researcher wanted to know the effectiveness of using short videos in increasing creativity in writing descriptive texts. In addition, the use of short video media is expected to be able to improve the quality

¹⁴ Susanti Sufyadi and Agus Hadi Utama, 'Pemanfaatan Media Short Video Learning Untuk Mendukung Pembelajaran Metode Self-Paced Learning' 0738, no. 4 (n.d.): 6255–65.

¹⁵ Rena Renita Warliana and Dian Indihadi, 'Kemampuan Siswa Menulis Teks Deskripsi Berbasis Media Video Di Sekolah Dasar', *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 8, no. 3 (2021): 705–12, <https://doi.org/10.17509/pedadidaktika.v8i3.39240>.

of learning descriptive texts in students. Several previous studies have discussed the use of technology-based learning media in improving students' writing skills. Like the first previous study conducted by(Irawan) entitled *Use of Short Animated Movie to Improve Students' Skill in Writing Descriptive Text*¹⁶. By using short animated film media, the design used is the same as using pre-experiments, and the results of the study showed that the use of this media was considered effective. The researcher chose to conduct research at the junior high school level, namely grade 7, but what distinguishes this researcher is the school level where this researcher chose grade eleven high school.

Then the second previous research conducted by(Purnamasari) entitled *An Analysis of Students' Writing Skill on English Descriptive Text*¹⁷. The purpose of the study was to analyze the descriptive puzzle writing skills carried out by eighth-grade students of SMPN 16 South Tangerang. According to the researcher, there are five indicators in writing descriptive texts, namely content, organization, grammar, vocabulary, and mechanics. The researcher investigated students' descriptive text writing skills with these five indicators. The method used is a descriptive quantitative design. The study employed Heaton's theory. The results of the study produced an average score ranging from good to very good. However, researchers found some difficulties experienced by students, especially in developing their ideas. However, what distinguishes this researcher is the method, namely using a pre-experimental design and the students studied in grade eleven of high school, where high school students are more skilled in developing ideas and are more trained. What distinguishes it again from previous researchers is in theory, namely this researcher uses Mayer theory.

¹⁶ Rusli Irawan, 'Use of Short Animated Movie To Improve Students' Skill in Writing Descriptive Text', *Didascein : Journal of English Education* 4, no. 1 (2023): 60–67, <https://doi.org/10.52333/djoe.v4i1.84>.

¹⁷ Dewi Purnamasari, Didin Nuruddin Hidayat, and Lia Kurniawati, 'An Analysis of Students' Writing Skill on English Descriptive Text', *English Education: Jurnal Tadris Bahasa Inggris* 14, no. 1 (2021): 101–14, <https://doi.org/10.24042/ee-jtbi.v14i1.7943>.

The third previous study entitled *The Use of Video as a Media in Teaching Writing Descriptive Texts*. The purpose of this study was to determine: 1) Implementation of the Learning Scenario for Writing Descriptive Texts in English in Class VII Using Video Media. 2) Student Responses in Learning Descriptive Texts Using Video Media. The design used is qualitative descriptive. The subjects used were 20 students of class VII of SMP Negeri 1 Padalarang, and the results obtained based on the questionnaire showed that teaching using video media was effective, students had high enthusiasm and did not feel monotonous. but most students found it difficult to find vocabulary and lacked understanding of the mechanics of writing. However, what distinguishes this researcher is the method, using quantitative pre-experiments and the number of subjects is greater than previous studies.

The fourth previous study entitled *The Effect of Using Youtube Videos on Students' Writing Descriptive Text Across Learning Styles*. The purpose of this study is to examine the effect of using YouTube videos on students' descriptive text writing achievement related to their learning styles. The research used was a quasi-experimental study using a sample of 10th grade Multimedia students. Using Two-way ANOVA to analyze the data. The results of the study found that the achievement of students who were taught using YouTube videos was better than students who did not use YouTube videos. However, learning style did not affect writing achievement. However, what distinguishes this study is the type of method, namely using a pre-experiment one group pretest and posttest with Paired Sample t-Test analysis. and the type of short video media used by this researcher was made using his own cellphone recordings.

The fifth previous study is entitled *The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study at Tenth Grade of SMK Pasundan 1 Kota Serang)*. The purpose of this study is to determine empirical evidence about the effect of using videos on students' writing ability in descriptive text.

In this study, the author conducted a quasi-experimental study with a nonequivalent control group pretest-posttest design. The method used is quantitative. The results obtained from the study indicate that learning to write descriptive texts using videos has succeeded in improving students' abilities. However, what distinguishes this study is the purpose of the study; this researcher has the aim of determining the effectiveness of using short videos in improving writing skills. The research subjects consisted of two eleventh-grade classes selected using purposive sampling: the experimental class, which received treatment using short videos, and the control class, which used conventional learning methods.

Therefore, the conclusion of this study is that researchers use media that are more interesting and easy for students to understand for the level of researchers using eleventh grade high school, where the class requires learning using media. Based on the description above, the researcher wants to know the effectiveness of using short videos in improving the ability to write descriptive text in class XI SMAN 1 Karangrejo. It is expected that through this study, more interesting, interactive, and effective teaching strategies will be found so that it can improve students' understanding of writing and improve the overall quality of English learning. Therefore, the title of this study is "The Effectiveness of Using Short Video as Learning Media to Improve the Ability of Writing Descriptive Text in Eleventh Grade at SMAN 1 Karangrejo."

B. Formulation of Research Problem

In line with the research background, the researcher formulated the research problem as follows

1. How effective is the use of short video media in learning writing Descriptive Text?

C. Objective of the Study

Based on the problem formulation obtained in the study, the objectives of this study are:

1. To find out how effective short video media is in improving description text writing skills in class XI description text material
- 2 To know the challenges of using short video in learning writing descriptive text in the eleven grade of SMAN 1 Karangrejo Tulungagung.

D. Research Hypothesis

In other words, the research hypothesis is a statement that can be tested empirically to determine the relationship between several variables in a study. There are two types of hypotheses, namely the alternative hypothesis (H1) and the null hypothesis (H0).

The hypotheses are explained as follows:

1. H0 (null hypothesis)

The use of short videos does not affect the descriptive text writing ability of class XI students.

2. Ha (alternative hypothesis)

The use of short videos effective the descriptive text writing ability of class XI students.

E. Significance of the Research

1. Theoretical Significance:

The results of this study are expected to help develop theories on teaching English as a foreign language, particularly regarding how multimedia-based learning can improve students' writing skills. It is hoped that these results strengthen the theory that watching short videos can improve students' comprehension, interest, and ability in writing descriptive texts.

2. Practical Value

For English Teachers:

This study can serve as a reference for English teachers in selecting effective and engaging media for teaching writing, particularly descriptive texts. By using short videos, teachers can create a more interactive and enjoyable classroom atmosphere.

For students,

it is hoped that the use of short videos will increase their motivation and help them understand the structure and comprehension of descriptive texts more easily. This will also help them improve their writing skills.

For Other Researchers

This study may be useful as a source of information and comparison for future researchers who are interested in exploring the use of multimedia or other innovative methods in teaching English writing skills.

F. Scope and Limitation of The Research

This study focuses on the effectiveness of utilizing short videos as a learning tool to improve the ability to writing descriptive text in the eleventh grade of SMAN 1 Karangrejo. This study limits its focus to eleventh-grade students as research subjects and only explores writing skills, without considering other types of texts. In addition, in this study, the media used is a short video that is selected based on its suitability to the learning material. This study does not focus on other factors that can influence writing skills, such as educational background, personal learning style, and other external factors. It is hoped that the results of this study can provide an understanding of the effectiveness of using short videos as a teaching aid in improving students writing skills.

G. Definition of key Terms

To avoid misunderstandings of the concepts used in this study, researchers should provide some definitions of the terms used in this study.

The terms are:

1. Writing

Writing is the process of communicating ideas, opinions, information, or details clearly and concisely to others. Writing is a type of language skill that involves linguistic and non-linguistic elements. The three elements are the writer as the message deliverer, the message or content of the writing, the writing media, and the reader as the recipient of the message in the activity of writing language. Usually, writing is done in media composed of paper using tools such as pens or pencils.

2. Short Video Media

Short-form video media refers to platforms and formats that focus on delivering content in the form of short, digestible video clips, typically a few seconds to minutes long. These short videos are designed to capture attention instantly and convey your message, story, or idea in a concise format.

3. Learning Media

Anything that can be used to guide and enlighten students' ideas, feelings, and perceptions, as well as their learning capacity, to support an efficient learning process is considered an instructional medium. Some experts argue that educational media should function as a guide to building a more dynamic and engaging learning environment, as well as a teaching instrument. Educational media comes in various forms, from digital media such as films, animations, and interactive applications to print media such as books and illustrations.

Information technology-based media offers several advantages in the contemporary educational context because it can accommodate various student needs and reduce their stress levels while learning.

4. Descriptive Text Ability

Descriptive text is a type of text in English learning that aims to describe a person, place, object, or phenomenon in detail so that the reader can imagine what is being described. This text generally uses the simple present tense and contains many adjectives and verbs of feeling or sensation to clarify the description. In the context of learning, mastering descriptive text is very important because it can train students to observe, understand, and express information clearly and systematically. Therefore, learning descriptive text needs to be carried out with an interesting approach and media so that students can develop writing skills effectively.