

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of four necessary abilities in learning English. Writing plays a role in students' learning and mastery of English in their academic activities (Krismonica et al., 2021). Writing is a productive skill in which students must know how to find ideas and put them into text (Siahaan et al., 2021). According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts. For example, letters, short messages, greeting cards, descriptive, recount, narrative, procedure, and report texts.

According to (Yuza, 2019), students typically have problems while starting to write. Based on what the researcher observed about learning writing in the class during the internship or PLP II.2 in the ninth grade at SMPN 48 Surabaya in November 2022 period, the students still didn't know how to write well in narrative text. The problem was that students were still confused about the grammatical rules in a sentence. Due to their limited vocabulary, they had difficulty organizing words into effective sentences. Some of them couldn't even write the words right. For example, instead of writing "read," they wrote "rit." Because of those, it's hard for them to put words into sentences and sentences into paragraphs. As a result, they had no idea how to construct the content and could not organize their thoughts clearly and coherently. In this case, the researcher saw that the pre-test score showed around 32 out of 41 students whose grades were below standard. According to the KKM (Kriteria Ketuntasan Minimum) in the SMPN 48 Surabaya was 78. So, there were 32 students got a pre-test score under 78. The researcher gave the pre-test before students got the treatment.

Referring to the problems above, the researcher selected media to solve students' writing difficulties. One example is the usage of video. A video is a piece of technology that can capture,

record, process, deliver, and add together moving images (Kumalarini & Pd, 2014). The researcher would select the video from YouTube. According to (Pratiwi, 2011), utilizing media from YouTube videos to teach writing may attract students' attention, make the classroom more varied, deliver a variety of content, and make the subject matter easier for students to understand. Furthermore, through watching videos, students may brainstorm and gain inspiration for writing.

The researcher took three previous similar studies that relate to this research. The first was from (Dwifadjrin & Pamungkas, 2020), which showed that teaching-learning proses using video were effective. In conducting that research, a descriptive qualitative research design was used to describe the result of the research. The research subject was the seventh grade of junior high school in Padalarang, consisting of 20 students. The students' responses based on the questionnaires showed that they had high enthusiasm, did not feel monotonous, and were motivated after using video as a medium for learning writing. The second was carried out by (Nurizmawati et al., 2015), which intended to answer the problem of how animation video improves reading comprehension of narrative text. The research subject was the eighth-grade students of SMPN 1 Sengah Temila. The researcher has conducted classroom action research. The data collection tools include observation checklists, field notes, and tests. On the first cycle, the student's mean score was 52.12. In the second cycle, the students' mean score was 75.78. In the third cycle, the students' mean score was 76.69. So, it can be concluded that using animation video in teaching narrative text as a media improved students' reading comprehension from cycle to cycle. The third was from (Yusuf, 2020); his research found that using YouTube media in the learning process brings impact. Applying this media greatly helps students be more enthusiastic about learning. Students' opinions on using video in the class get a positive response. In this research, the researcher chose procedure text as material. It was chosen based on the consideration that the material was based on competency standards. Introducing

YouTube in English classes increased student interest, so the material was no longer considered difficult and tedious.

Based on the description above, the researcher is interested in conducting the research entitled: "The Influence of using YouTube Videos on the Students' Writing Achievement at 9th Grade in SMPN 48 Surabaya."

B. Limitations of the Study

The scope of this study is teaching writing using YouTube videos. The limitation of this study is focusing on using folklore animation videos in YouTube to teach writing about the narrative text in 9th grade in SMPN 48 Surabaya.

C. Statement of the Problem

Based on the explanation that has been exposed above, this study has a main question: is there any influence of using folklore animation videos in YouTube on the students' writing achievement in 9th grade in SMPN 48 Surabaya?

D. The Purpose of the Study

This study is to find out whether the influence of using folklore animation videos in YouTube on the students' writing achievement in 9th grade in SMPN 48 Surabaya.

E. The Significance of the Study

Based on the purpose of the study that has been detailed above, this study has significance as follows:

1. For the students

It is expected that students can be motivated for their writing skills through YouTube videos and have a greater interest in writing narrative texts.

2. For the teachers

It is expected that it can make the English teacher expand their perspective on teaching by using YouTube videos on the student's writing skills through narrative text.