CHAPTER I

INTRODUCTIONS

This chapter deal with the background of the study, the limitation of the study, the researcher questions, the objective of the study and the significance of the study.

A. Background of the Study

According to Suhendra (2015) Writing skill is a person's skill to express ideas in an article. Meanwhile, according to Richard oliver (2021, as cited in Zeithml, 2018) Writing is a creative process to express ideas, thoughts in the form of written language. Putri, G. D. N (2014) revealed that writing is also one of the last language skills. According to Mulyati (2015) language skills, it consists of four skills, including (1) Listening skills, (2) Speaking skills, (3) Reading skills, and (4) Writing skills. From these four skills, it can be concluded that writing is a skill that is often practiced to train students in creating a written work. This writing is also called an essay.

The description above showed that writing is one of the important keys in mastering a language, especially English. Communicate in English not only through speech, but also through writing. English writing skills are very useful when we want to express creative ideas in the form of writing, poetry, prose, and so on. Therefore, the ability to write is equally important in modern life. But in reality there are still many students who have not mastered writing skills. Actually to train students' writing skills is not difficult. What makes it difficult is getting started. According to Rubio (2013) Factors that affect students' writing achievement decline include internal factors and external factors. Internal factors that affect writing skills are not optimal, 1) students still feel confused when they are about to start writing, 2) students have difficulty choosing the right words, and

3) students still find it difficult. Writing must be in accordance with the structure and rules of language. Then the external factors that influence are the school environment which includes teachers and school infrastructure. meanwhile, According to Wigati, Asih. F (2014, as cited in Byrne, 1988) categorizes three problems that make students' writing skills difficult to master including, (1) linguistic problems, this first problem relates to students' skills in writing the correct structure, so that the sentences compiled cannot be integrated. (2) cognitive, the problem is related to students' mastery of language forms, grammatical structures that are useful for communicating effectively in written form. And (3) content, this problem is about ideas and related to what students can write, we often find students losing ideas in the middle of the writing process.

Based on the results of the pre-test scores at the pre-cycle stage, many of the students in class X-09 SMA AL-ISLAM KRIAN during the PLP 2.2 activity still had low test results, indicating that there were still many students who were still experiencing difficulties in learning to write English. Students tend to be passive, bored and sleepy in teaching and learning activities. They also do not have sufficient vocabulary mastery and grammar skills. So it is very influential on student learning outcomes. This is motivated by various factors, including a lack of interest in learning English which may be caused by a lack of mastery of vocabulary, supporting books and grammar. In addition, the teacher does not use the right media and in conveying the subject matter is less interesting. This is what makes students reluctant to learn English and makes student learning outcomes low, this can be seen from the results of student tests where most students still get scores below the average Standard of Minimum Completeness (KKM). Teachers do not use media that can help students in illustrating what will be written. So there is a need for innovation in learning to write. One solution is to apply appropriate learning media. According to

Lusiana & Maryanti (2020, as cited in Abi et al, 2020) Learning media itself is defined as an intermediary or introduction to the source of the message to the recipient of the message with the aim of being able to stimulate thoughts, feelings, attention, and willingness so as to encourage the emergence of a desire to be involved in the learning process. From the explanation above it can be concluded that In the learning process, activities are carried out between two parties, namely teacher and students. In conveying or transmitting messages in the form of knowledge (cognitive), skills (psychomotor), and inculcation of attitude values (affective) to students, intermediaries are needed. Intermediaries in transmitting the message include through learning media.

The media used in this research is audio-visual media. Audio in the Indonesian dictionary means that it can be heard, while visual means that it can be seen with the eyes, while audiovisual can be seen and heard. From the description that has been presented, we can draw the conclusion that audiovisual media is technology or a means of delivering messages that are both sound and images (something that can be seen). Meanwhile, according to Ishak Abdullah (2013) a representation (presentation) of reality, especially through sensing, sight and hearing which aims to demonstrate real educational experiences to students. This method is considered more appropriate, fast, and easy than through talks, thoughts, and stories about educational experiences. Learning media that can be used as a solution to overcome problems in the teaching and learning process is 360 degree video. A 360 degree video is a video created by a system camera that simultaneously records the overall direction with a 360 degree video view angel for viewing from different angels (Rambing et al., 2017). Judging from the students' need to be able to write descriptive texts, 360 degree video media has the function of arousing learning motivation, providing stimulation, activating student responses. One of the characteristics of this medium is the display of videos that have

many points of interest so that they can be used to see natural scenery, room atmosphere, market crowds, and other video situations. In the journal Rosman & Indihadi (2019) research has been carried out on the use of 360 degree videos in improving students' writing skills. And the results of this study indicate that students' English writing skills experience an increase when learning using 360 degree video media. On the other hand, Misraini Ciu (2020) also conducted research using 360-degree video as an effective learning media because students can improve their speaking skills. With so many researcher examining the use of 360-degree video as a medium for learning English, this proves that 360-degree video is not only an entertainment medium but can also be used as a learning tool. Through 360 degree video media, students are expected to be able to write by pouring out story ideas from the results of seeing moving image displays. This makes students more motivated in learning so that it has an impact on learning outcomes. Therefore, learning with 360 degree video media is expected to improve students' English descriptive text writing skills because learning can be done in a fun way. Therefore, the researcher are interested in conducting research with the title "Improving of The Student' Writing Achievement by Using of 360-Degree Video at X-09 Class SMA Al-Islam Krian In 2022-2023 Academic Year ".

B. Scope of The Reseach

One of the basic competencies that must be achieved by grade 10 high school students is to express in short functional written texts and simple essays in the form of descriptive texts in everyday life. students are asked to compose essays on various simple topics by paying attention to the meaning and thetorical steps in simple essays accurately, fluently and acceptable in the context of everyday life in descriptive texts.

C. Reseach Questions

Based on the background of the study stated above, the reseach questions of this Classroom Action Reseach is "How can 360-degree videos improve students' writing achievement ?."

D. Purpose of the Study

Based on the reseach questions above, the researcher was formulated this reseach with the following objectives; "To describe what extent 360-degree videos can improve the writing achievement".

E. Significance of the Study

The findings of this study are expected to have benefits, both theoretical and practical.

1. Theoretical Significance

   The result of this study are useful for increasing readers' knowledge about writing strategies, especially the use of 360 degree videos and it is hoped that they can be used to add information.

2. Practical Significance

   a. For English teachers

      By doing this research, teachers can find new effective teaching writing.

   b. For students

      After implementing these strategies, students are expected to be able to understand their learning context, enjoy learning without feeling burdened, improve their prior knowledge, and be more active in English class activities