

CHAPTER I

INTRODUCTION

This research investigated whether or not video podcast as media is more effective than traditional media in teaching writing to the eleventh graders at SMA Antartika. This chapter discusses the background of the study, the research problem, the hypothesis, the objective of the study, the significance of the study, the scope and limitation and key terms used.

A. Background of the Study

Writing is a productive skill used by students to explain, describe or share everything either in personal or general idea. Yet, some students think that writing is difficult because they find problems when they want to write. It is supported by Tangpermpoon's statement that writing is the most complex skill which needs suitable language use and vocabulary which are combined in good organization in order to make the reader understand the writing product.¹

The common problems students have are problems with the appropriate words of English, problem of lexical choices and also problem of expressing their ideas.² It shows us that students find difficulties in defining appropriate vocabularies they should use and in organizing their idea into writing. Organizing the idea into writing is not easy if students

¹ Thanatkun Tangpermpoon, Journal: *Integrated Approaches To Improve Students Writing Skills For English Major Students*, ABAC Journal Vol. 28, No. 2 (May-August 2008), 1

² Nahdhia Putri Tsany, *The Use of the Jakarta Post Public Blog (imo) as Media in Teaching English Writing Exposition Text at Eleventh Grade of SMAN I Waru, Sidoarjo*, (English Education Department Faculty of Tarbiyah State Institute for Islamic Studies Sunan ampel Surabaya, 2012), 2

have those difficulties whereas writing is one of productive skill that should be mastered by the students in learning English. It is supported by Harmer who states that writing is one of compulsory skills which is stated in English syllabus.³

One of the school that has similar problems outlined above is SMA Antartika. From the preliminary research in this school found that teachers is the main problems in teaching and learning English. The teacher teaches monotonously without using attractive media in teaching writing and only focuses on textbook. It makes students not interested in writing and make students confused when they are starting to write and organizing their idea into writing.

As teachers, we need to engage the students to solve their problems in writing. Teachers can provide media or teaching aid to engage students to be more motivated in English writing. Brown states that teacher may use media to support the material in order to build pleasure atmosphere that makes students motivated in learning.⁴ In addition, media is the teaching aids that can help students to develop and organize their mind in English writing. In the other hand, when teachers can not present the lesson with supporting media, students will not be interested and never give their full attention to what the teacher has taught them.

Nowadays, technology offers a lot of benefits for us include in educational system especially in providing teaching media. Technology

³ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 1988), 31

⁴ Barli Brown. *Write well:improving Writing skill*, English Education Study Programmed (sanataDarma University. 1995) p. 5

should be utilized well to develop students' skill and solve students' problem in English learning. Bertolo states, "[o]ne way to achieve student engagement is by using information and communications technology (ICT) to support the learning experience".⁵ This indicates that teachers should use the technology as media in teaching students in order to help students increase learning achievement. Moreover, technology is helpful and easy to operate.⁶ So, both teacher and students can use it without worrying about the operational procedure to use that technology.

Podcasting is one of ICT tool that teacher may use. There are two kinds of podcast to choose. Those are audio podcast and video podcast. Yet, in this research video podcast was selected as the media in teaching writing because video podcast offers some advantages. Video podcast is enjoyable to watch because it has attractive video. It is also able to stimulate the students in learning process because it contains supporting interest grabber and motivating information such as video about culture around the world such as video podcast of CMN (Culinary Media Network).⁷ Moreover, video podcast is easy to access because teachers or students can just download the video podcast not only through sophisticated gadget such as Apple but also through personal computer.⁸

⁵ Dr Emilia Bertolo, Dr Kevin Carlton and Dr Philip Jones , *Feedback And Feed Forward: Using Video Podcast To Provide Student Feedback On Past Examinations And As Revision Aids*, Canterbury Christ Church University. 2

⁶ Ibid

⁷ Robin H. Kay, Journal: Exploring The Use of Video Podcast In Education: A Comprehensive Review of The Literature (Canada: University of Ontario Institute Of Technology, 2012) 823.

⁸ Imin Kao, Using Video Podcast to Enhance Students' Learning Experience in Engineering, (Stony Brook: Department of Mechanical Engineering State University of New York (SUNY)), 3

They just need to prepare the tools then they can download video podcast as they want for free. These characters of video podcast have general positive impact on the students learning experience. With these benefits video podcast offers, it is significant to conduct a research of the effectiveness of video podcast in teaching English writing.

Some related previous studies that use video podcast in their research indicate positive correlation between the use of video podcast and language achievement. The first research was conducted by by Martinez. The title of his research is *Video Podcasts In English Language Learning: A Great Tool or Another Gimmick?* That research finds a significant contribution to CALL studies involving listening skills after investigating the use of videopodcasts as tool for English learning. The result of his research concludes that videopodcasts are enormous educational resource. It is supported by the data that 71,8% of the subjects had good improvement on their speaking and listening skills; 81% of the subjects believe they can learn pronunciation better than in advance.⁹

The next research was done by Kao with title *Using Video Podcast to Enhance Students' Learning Experience in Engineering*. As a result of his research is it is found that such technology can provide us with a necessary media for delivering course contents in order to improve the learning experience of students. Besides, he also found that technology

⁹ Artur André Martinez Campos, Videopodcasts in English language learning: a great tool or another gimmick?, Tiradentes University Brazil, international conference "ITC for Language Learning" 5th edition

allows students to learn in comfortable atmosphere to enable them achieve well in different language situation with diverse media.¹⁰

The similarity of the two research is both used video podcast in teaching English. It is almost same with this research but this research focuses on writing skill. Moreover, this research was conducted in eleventh graders of SMA Antartika. This research aimed to investigate whether video podcast as media is more effective than traditional media in teaching writing to the eleventh graders at SMA Antartika.

B. Research Problem

The research problem of this research is,
“Is video podcast as media more effective than traditional media in teaching English writing to the eleventh graders at SMA Antartika?”

C. Hypothesis

The hypothesis of this research is there is a significant difference in students' English writing achievement taught by video podcast and traditional technique at the eleventh graders at SMA Antartika.

D. Objective of The Study

This research was conducted to investigate whether video podcast as media is more effective than traditional media in teaching English writing to the eleventh graders at SMA Antartika.

¹⁰ Imin Kao, Using Video Podcast to Enhance Students' Learning Experience in Engineering, (Stony Brook: Department of Mechanical Engineering State University of New York (SUNY)), 9

E. Significance of The Study

The result of this research will help teacher to utilize useful technology as encouraging media in teaching English writing and improve the student's English writing ability.

F. Scope and Limitation

Based on the focus of this study, the scope of this research is separated into three parts. Those are video podcast, teaching writing and the eleventh graders of SMA Antartika. Yet, this research is limited the students' writing achievement between students who were taught by video podcast and who were taught by non- video podcast.

G. Definition of Key Term

Key term explains the meaning or definition of the elements which is stated in the title of this research as they are operationally used in this study. There are three kinds of key terms, those are:

1. Teaching Writing

Teaching writing is the teachers choose the similar general plan then asks students to pour their ideas into writing.¹¹ In this research teaching writing focuses on how to write in a good organization through attractive media in order to produce good English writing.

¹¹ Arthur Brookes & Peter Grundy, 2006, *Beginning to write*, Cambridge University Press, 15

2. More Effective

More effective means there is significant difference in writing scores between experimental and control group. In this research, more effective means that students who were taught by video podcast have better writing improvement than those who were not taught by video podcast.

3. Traditional Media

Traditional media is the media that commonly used by the English teacher. Traditional media in this research means the textbook without supported by other interesting media that can motivate students to learn English writing.

4. Video Podcast

Podcasts is a program which has video or audio content that available on the website as a series of episodes.¹² This study prefers to conduct the research about the video podcast. Video podcast is a development of audio podcast with video. Video podcast in this research is a video in teaching English writing that enables “students ...[to] not only have the possibility in listening but also watching to a native speaker on a video stream”.¹³

This research uses CMN travel as the chosen network.

There are 6 episodes about “Chef Marks’ Indonesian Adventure”.

¹² Journal: *A Teaching with Technology:Podcasting*, June 2007, P.2

¹³ Artur André Martinez Campos, Videopodcasts in English language learning: a great tool or another gimmick?, Tiradentes University Brazil,international conference “ITC for Language Learning” 5th edition

Yet, it is not possible to use 6 episodes in this research because of the time limitation in conducting the research in the SMA Antartika. So, only two episodes which can be used as video podcasts in this study. Those are about Bali Island and Yogyakarta. Those episodes tell about the culture of Bali and Yogyakarta ranging from the traditional food, traditional dance until ancient famous places.