

CHAPTER I

INTRODUCTION

This research is aimed to find out whether or not the students who are taught analytical exposition text using VOA Special English Audio Podcast have better writing achievement than those who are not taught by VOA special English audio podcast. In addition, it is purposed to explore whether or not the students can be motivated in learning writing analytical exposition text through VOA Special English Audio Podcast. This chapter carries out some discussions. They are the background of the study, research problems, hypothesis, the objectives of the study, the significance of the study, the scope and limitation of the study and the definition of key terms

A. Background of Study

Being able to express the idea on the written form is one of the aims in teaching writing. Writing is like a chance for students to show off their idea freely without any direct disturbance. As Raimes states that in teaching writing, students write to express their ideas without the pressure of face to face communication¹.

Nowadays, based on the curriculum of Indonesia, writing is one of the compulsory English skills that should be taught in Senior High School². Yet, the students who are learned English writing skill often find some difficulties.

Commonly, the problems are poor of vocabulary, problems in generating ideas or

¹ Ann Raimes, *Techniques in Teaching Writing* (England: Oxford University Press, 1983) 4

² Perangkat Pembelajaran Standar Kompetensi Dan Kompetensi Dasar: Pendidikan Budaya dan Karakter Bangsa, KTSP

elaborating the idea, developing and organizing the idea. The problems in writing also have been found by Darmandi. He stated that the problems on the beginner learners are confusion in starting to write, to organize their idea into good writing, and to use the appropriate language in their writing.³ In line with Darmadi, Sumartini states some problems in writing faced by second year students. Based on her findings, the students did not have ability to organize their ideas and sentences into paragraph coherently.⁴ In addition, monotonous teaching way also brings the impacts to the students' problem in writing⁵.

The preliminary study at SMAN 1 WARU showed the problem which has been mention above. The problem was the teacher used the conventional teaching way. She utilized the text book as the material in teaching writing to the students. Before she let the students to write, the students should read some analytical exposition texts from the textbook. When the students have read many analytical exposition texts, she thinks that the students are ready to write easily. It indicates the teacher think if the students have read a lot of texts, the students will have experiences in producing good writing. This conventional teaching way indicated the monotonous teaching way whereas the students were bored with that teaching way. The students only focus on read long text without any other interesting material. They need different way to learn writing. The use of variation in

³ Kaswan Darmadi, *Meningkatkan Kemampuan Menulis*(Yogyakarta: Andi, 1996) 11-20

⁴ Tinitin Sumartini, Thesis "*Clustering as Pre-writing Technique in Teaching Descriptive Text*". (Surabaya: State University of Surabaya, 2008) 6

⁵Dwi Wahyu Sugiarti, Thesis : *The Effectiveness of Clustering Technique in Teaching Writing at The Eighth Grade of MTs Raudlatul Ulum* (Surabaya: Institute of Islamic Studies Sunan Ampel. 2012) 3

teaching way is needed to engage the students to write. As Larry Lewin stated that *“By giving something new, something different, something that might even surprised them, you can elevate their low energy to an engage level that offers a chance at teaching them”*⁶. It means that the bored atmosphere in writing can be decreased by using diverse authentic material.

Related to the population of the research, the sample of the study needed to be considered. In this research, the sample of the study was the eleventh graders. The eleventh graders are mostly qualified. They often win in speaking competitions, such as speech contest held by university in Surabaya, speech contest held around senior high school in Sidoarjo, Speech contest, and so on. One of them got the 2nd winner of the speech contest in Sidoarjo area. The other students have passes other prestige English competencies. Yet, most of them are mastered in speaking skill. They are rarely interested in learning writing because they think that writing is difficult to be learned. The teachers need a new way to encourage them in learning English writing. Based on those considerations, the research applied VOA Special English audio podcast in teaching writing there.

This research was conducting about the use of the authentic material. One of the diverse authentic materials is technology. The technology that provides authentic materials can be from news, TV program, movie, song, and materials

⁶ Larry Lewin, *Paving The Way in Reading and Writing* (USA: Jossey Bass, 2003) 5

from internet⁷. Authentic materials are useful for English teaching and learning process. Cahyono stated that the authentic materials are beneficial to bring the natural language and show the real life on it.⁸ By using authentic material through technology, the English teacher gives a chance for students in understanding the real language use. The technology can be applied as an authentic material for teaching the English skills, especially in teaching writing. For this research, the technology that is used in teaching writing is Podcast.

There are many kinds of podcast that can be chosen ranging from VOA, BBC or Discovery channel. Yet, *VOA (Voice of America) Special English Audio Podcast* was chosen as the authentic material in this research. *VOA Special English Audio Podcast* is popular podcast in the world. In some countries such as the People's Republic of China, VOA Special English is increasingly popular for junior and intermediate English learners.⁹ Many teachers around the world, including at the university level, use the programs for language and content.¹⁰ Besides it is a well-known podcast, *VOA Special English Audio Podcast* gives many advantages. As Nan and Mingfang states that VOA Special English can help the English Learners in China in developing their English vocabulary¹¹. Developing the vocabulary is necessary because it ease the students in English

⁷ Editor: Bambang Yudi Cahyono, *The teaching of English Language Skills and English Language Components*, (Malang: State University of Malang Press, 2010), 57

⁸ Ibid

⁹ <http://learningenglish.voanews.com> Accessed on April 10th 2013

¹⁰ Ibid

¹¹ Yao Nan And Zuo Mingfang, "Using VOA Special English To Improve Advance English Learner' Productive Use of High Frequency Words". *English Teaching Forum*, No 3, 2009

writing. Furthermore, the VOA is accessible. It means that both students and teacher can download it easily. In addition, the informative and interesting news of VOA made the learners enthusiastic to learn English.¹² By those advantages, we have known that the learner acquired English easily through VOA Special English podcast.

There are two related previous studies which support the topic of this research. Those are the research done by Tsany and Sun. Tsany conducted research in the used of IMO Blog to improve students writing in exposition text while Sun done research about podcasting in teaching. The previous studies were showed to give the differences between this research with those previous studies.

The first study has been done by Tsany who concerned in teaching writing using technology at SMAN 1 Waru. She explored the implementation of technology, IMO blog, as a media teaching writing¹³. In her qualitative research, she observed and described the situations in English teaching and learning writing exposition text by using IMO. The result of her research was IMO blog was implemented well for teaching writing exposition. She also explores the students' responses related to the implementation of IMO blog in the classroom. The students' responses were pleasant into the learning process. Even though the research done by Tsany has same focus on writing on exposition text and on the

¹² Ibid

¹³ Nahdhia Putri Tsany, *Unpublished Thesis: The Use of The Jakarta Post Public Blog (IMO) as The Media in Teaching English Writing Exposition Text at Eleventh Grade of SMAN I Waru, Sidoarjo*, (Surabaya: IAIN Sunan Ampel Surabaya, 2012)

sample, the discussions were different. Tsany did research about writing on exposition text. Yet, this research specifically selected analytical exposition as the writing text. Furthermore, this research decided an experimental research to find out the better achievement of two groups about the use of VOA Special English Audio Podcast as the authentic material in teaching writing. So, the research does not only study about the procedure in applying the technique in, but also see the result to contribute whether or not the authentic material from VOA Special English audio podcast is useful for improve the students' achievement in writing skill or not.

The second study was done by Sun with his master thesis entitled *A case Study: University Class Using Podcasting in Teaching*¹⁴. Based on his research, most of students feel helpful when they have been taught using podcast. Most of them prefer to use podcast lecture than traditional lecture¹⁵. Even the focus of this study is same about podcasting, the discussions were different. The first difference is about the research design. Sun did a case study research. In the contrary, the researcher concerns on the experimental research. The second difference is the subject of the study. Sun did a research in the university students. In the other hand, this research was conducted in senior high school students. Furthermore, this research specifically selected the VOA Special English audio podcast.

¹⁴ Tianren Sun. A Master's Thesis: *A Case Study: University Class Using Podcasting In Teaching* (New York: State University of New York Institute of Technology Utica, 2008)

¹⁵ Ibid

In this research, VOA Special English audio podcast was used in teaching writing. Yet, writing analytical exposition was the activity that was applied in this research. This research selected the activity because it was the compulsory material that should be taught in the eleventh grades¹⁶. By writing on analytical exposition text, the students were not only wrote the issue of the news in the podcast, but also gave their arguments related to the news. Giving their arguments into the text can help them to enhance their critical thinking in elaborating their idea.

Furthermore, to support the first research question, the students' motivation was explored. It explored whether or not the experiment group's students can be motivated in learning writing analytical exposition text through VOA Special English Audio Podcast. The indicators of motivated is known from the theory of motivation by Sardiman. The indicators are interest, curiosity, having spirit and challenge.

B. Research Problems

1. Do the students of SMAN 1 WARU who are taught analytical exposition text using VOA Special English Audio Podcast have better writing achievement than those who are not taught by VOA special English audio podcast?
2. Can the students be motivated in learning writing analytical exposition text through VOA Special English Audio Podcast?

¹⁶ Perangkat pembelajaran :Standar Kompetensi dan Kompetensi Dasar. Bahasa Inggris SMA. KTSP

C. Hypothesis:

The hypothesis of this research is students who are taught analytical exposition text using VOA Special English audio podcast have better writing achievement than those who are not taught using VOA Special English audio podcast.

D. Objective of the Study

1. To find out whether or not the students who are taught analytical exposition text using VOA Special English Audio Podcast have better writing achievement than those who are not taught by VOA special English audio podcast.
2. To explore whether or not the students can be motivated in learning writing analytical exposition text through VOA Special English Audio Podcast.

E. Significance of the Study

This study will benefit for

- a. The English teacher : By doing this research, the English teacher will know the way to use audio authentic material (podcast) in teach writing. The teacher will know how to encourage her students to elaborate their writing. In addition, it is expected to give the helpful solution in teaching writing using technology in terms audio podcast.
- b. The students : By using this technique, the students will get the new knowledge in writing analytical exposition text about the issue of the

news in “VOA Special English Audio Podcast”. They will be practiced and experienced how to elaborate and composing their idea from VOA Special English Audio Podcast to be an analytical exposition text.

F. Scope and Limitation for The Study

Based on the title, the scope of this study is divided into three elements. Those elements are VOA Special English Audio Podcast, teaching writing analytical exposition text, and the eleventh graders of SMAN 1 Waru.

Meanwhile, based on the research question, the writer limits the students in term students’ achievements on writing analytical exposition text between the students who are taught using VOA Special English Audio Podcast and the students who are not taught using VOA Special English Audio Podcast. In addition, the research question also limits on terms motivation for the students. It was explored whether or not the students can be motivated in learning writing analytical exposition through VOA Special English Audio Podcast.

G. Definition of Keyterms

a. VOA Special English Audio Podcast:

It is an audio Podcast that will be as the authentic material in teaching writing. The researcher let the students for understanding the issue in the VOA Special English Audio Podcast. Then, the students write the issue and give their arguments on analytical exposition text.

b. Authentic Material:

Authentic material means the material that related to the real life. The authentic materials can be visual material (printed out materials), audio material, or audio-visual material. In this research selected audio material (VOA Special English Audio Podcast) because there are many issue of the news in VOA. As the aim of this research, it lets them give their opinion in the written form after listening to some current issue from native speaker podcast.

c. Analytical Exposition Text:

Based on the Basic competency and Standard Competency in the KTSP curriculum of SMA/MA, analytical exposition text is a compulsory material that should be taught for the eleventh graders of Senior High School in the first semester. Analytical exposition text is an argumentative text that includes issue and giving arguments related to the issue of the topic.

d. Motivated: According to Sardiman A.M , the characteristics of the students who are motivated are feeling enjoyable having passion, curiosity, spirit and interest during the learning process. There also a diligence in doing the task and challenged in finishing the difficulties¹⁷. It

¹⁷ Sardiman A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. RajaGrafindo Persada, 2006) 102

shows that the indicators of motivation are terms interest, curiosity, having spirit and challenge. Those are the indicators for this research.