

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research. It covers the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background

This research intends to find out the process of brainstorming by short videos of tourist attractions in teaching writing descriptive text and students' responses to it. Brainstorming may enable the students to generate new beneficial ideas, promote creative thinking, and indicate their competence in writing descriptive text. According to Hidayanti & Rapika (2018), brainstorming is a strategy to make students more creative and think critically. By using this method, students might find a new ideas in the learning process.

Based on the preliminary study at the junior high school in Majalengka, the students got writing difficulties, especially in descriptive text. The difficulties are theirs difficulty in finding ideas, fear of grammatical mistakes, and lack of vocabulary. In addition, the teacher does not use interactive media to teach writing descriptive text and the students became bored.

To overcome the difficulties, the teacher may need to support their teaching-learning by an interesting media. One of the media is by using short videos. According to Brame (2015), the video becomes an important part of higher education because it is audiovisual, which might enhance students to generate ideas in writing descriptive text. Besides, Sulistiyanto (2015) states that a video is a necessary tool for students' life in the classroom, especially as a medium for teaching writing.

Brainstorming helps students deliver their ideas that come to mind and helps students think about and develop a topic on a piece of paper (Scarry, 2008 cited in Yuliani, 2019). Meanwhile, the video is a type of multimedia material that consists of verbal and nonverbal presentations that display images, narration, and on-screen text simultaneously. Paulus & Kenworthy (2019) state that the advantages of using short videos for brainstorming are that videos allow students to hear and view the language, give students motivation in learning, and keep students' attention. Besides, the students can convey a creative potential and find new ideas, which never thought of before from the short videos. It may help them to explore ideas easily and quickly and make rational ideas relevant to their subject, such as their interest in their topic. Brainstorming by short videos is chosen to be the research topic because it is a good idea probably for students in writing.

There are some studies related to the use of short videos for brainstorming. The first research is by Minawati (2019). The objectives of this study were to find out whether the use of brainstorming techniques can improve the writing skill in descriptive texts. Second, Rapiyadi & Sari (2018) in their study investigate the influence of using video on the students' skills in writing descriptive text. Next is the research by Damanik (2015). The study explores the effect of using video on students' achievement in writing descriptive text. Then, the research by Anggraini (2020) shows that brainstorming technique was significant to increase students' writing skills at the tenth grade of MA YPI Darul Huda Lubuk Harjo.

However, the current research is different from the previous studies. Based on the explanation above, the previous research focused on the students' skills, students' achievement, and students' difficulties in writing descriptive text. Meanwhile, this research is more concerned with the students' responses on the use of short videos of tourist attractions for brainstorming in writing descriptive text.

B. Research Questions

Based on the background of the study above, this research is intended to answer these two following questions:

1. How is the process of brainstorming by short videos of tourist attractions in teaching writing descriptive text?
2. How is the students' responses of brainstorming by short videos of tourist attractions in learning writing descriptive text?

C. Research Purposes

Based on the research questions above, this study is aimed at obtaining these two following purposes:

1. To find out the process of brainstorming by short videos of tourist attractions in teaching writing descriptive text
2. To find out the students' responses of brainstorming by short videos of tourist attractions in learning writing descriptive text

D. The Significances of The Research

There are two significances of the research, theoretical and practical. Theoretically, this research can be beneficial for teachers and become a source of information about teaching by using short videos. Practically, this research gives significance to:

1. Teachers

This research is expected to give teachers another variety of strategies to help students' generate ideas in writing descriptive text.

2. Students

The result of this research is expected to develop students' ideas in writing

descriptive text through this media.

3. Future Researcher

This research is expected to increase knowledge and information for future studies about the use of brainstorming by short videos in writing descriptive text.

E. Conceptual Framework

Brainstorming is one of the strategies that may help the students find a general idea or prediction before the teaching-learning descriptive text. According to Brown (2001) cited in Anggraini (2020), brainstorming is a technique that helps someone initiate some thinking process. Besides, brainstorming probably makes students think creatively in learning. Rumisek and Zemach (2005) in Minawati (2018) argue that brainstorming is a way of collecting ideas about a topic. The aim is to make a list of as many ideas as possible used as a reference for writing.

While brainstorming can make the students find their idea, think creatively and critically, there are some ways to make students' find ideas with the interesting method in learning. One of them is by using a short video. Video is a form of multimedia that conveys information through two simultaneous sensory channels; oral and visual (Mayer, 2001 cited in Septiani, 2018). Video is audiovisual that helps students generate ideas in the learning process. To sum up, video is categorized as electronic media that could be used for teaching or learning process such as in writing. Therefore, the video can be accurate and appropriate for English learning, especially for writing.

One genre of the texts in writing is descriptive text. According to Fawcet and Sandberg as cited in Yudha and Chakim (2015), descriptive text is a type of text in which something, a person, a scene, or an object is described in words so that others can imagine it. Furthermore, descriptive text is a text that describes the characteristics of a specific place, person, or thing. Descriptive text is written

English text in which the writer describes an object (Sipayung et al. 2016). To summarize, descriptive text is a text that describes places, people, or specific objects and things that want to be delivered into words and can persuade the reader to believe in the text. Descriptive text can describe how something appears, smells, tastes, and sounds.

Ahmadi (2009) in Ramadanti (2018) argues that response or conception results from an impression stored in someone's memory and the soul following observation. The students' response is shaped by the stimulus process or the reaction (Ramadanti 2018). The research focuses on the responses of students to brainstorming by short videos of tourist attractions in writing descriptive text.

F. Previous Studies

There are some previous studies related to this current research. The first is the research by Minawati (2019). The objectives of this study were to find out whether the use of brainstorming techniques can improve the writing skill in descriptive texts and to depict the classroom condition when brainstorming techniques were implemented in writing skill in descriptive texts. The research was conducted in the tenth grade, which consisted of 30 students. The research employs a qualitative method with observation, interview, and data analysis. For collecting the data, tests and non-test was used as an instrument. This research shows that the brainstorming technique could improve the students' skills in writing descriptive texts. The improvement could be seen from the results of the test in the mean scores of pre-test and post-test. The mean scores of posttest is higher than the pre-test. It means that there was an improvement in students' skills in writing descriptive texts.

The second is the research by Rapiyadi & Sari (2018). This study was conducted to see the influence of using video on the students' skills in writing descriptive text. Quantitative data through questionnaires used as a method for

conducting the data. There were fifty-eight students as respondents of this research. The data shows that the mean score of writing descriptive text achieved by the students taught by using video is higher before using the media. It means the video has an influence on students' skills in writing. The students of seventh-grade students of SMK Negeri 1 Sayurmatanggin interested in write descriptive text.

Next, the research by Damanik (2015) discovered the effect of using video on students' achievement in writing descriptive text. This study used an experimental research design. This research population was the tenth-grade students of SMAN 2 Pematangsiantar, which consists of eleven parallel classes with the total number of students is 389. The experimental group was taught by using video, while the control group was taught without using video. The writing test was the instrument for gathering the data. The data were analyzed by using the t-test formula. The result indicates a significant effect of using video on students' achievement in writing descriptive text.

Then, the research by Anggraini (2020) investigated the effect of the brainstorming technique to increase students' writing skills at the tenth grade of MA YPI Darul Huda Lubuk Harjo. A quasi-experimental design was the method in this study. The population was 158 students; 58 of them are chosen as the sample. For collecting the data, written test was used as an instrument. The result shows that the brainstorming technique was significant to increase students' writing skills at the tenth grade of MA YPI Darul Huda Lubuk Harjo.

However, the current research is different from the previous studies. This present study has a different focus, media used, and data collecting technique. The research uses short videos as a medium for brainstorming. Then, the data was conducted by using a qualitative method with a case study. There are two instruments of the research; they are observation and interview. This study is conducted to find out the students' responses to brainstorming by short videos of

tourist attractions in writing descriptive text.

