

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

School was a crucial part of education because it was there that learning happened. The learning process at school was supported by several subjects, one of which was English. Writing was one of the skills that had to be learned in English lessons. Writing required the comprehension of letters as well as the capacity to put them together to form words and sentences (Umutlu & Akpınar, 2020). Writers needed to be proficient in vocabulary, grammar, and language structures because writing was a creative and expressive activity (Alexandro, R., Hariatama, F. ., & Uda, 2022).

Writing, according to (Komariyah, 2020), was a skill that involved gathering thoughts, thinking through how to communicate them, and arranging them into a paragraph that the reader could readily grasp. According to (Ichsan et al., 2021), one of the most recent ways language learners had been able to demonstrate the skills they learned through speaking, listening, and writing was through the writing task. The language components should have been combined in a way that made the essay cohesive. As a result, teachers in the classroom would have needed to focus especially on writing instruction.

There were various kinds of texts, and the researcher used descriptive text in this study. According to (Maru et al., 2020), teaching students to write descriptive

texts had been a challenge because Indonesian students tended to find it difficult to find ideas, use the correct vocabulary, and suit the object they were describing. Descriptive text, according to (Sari et al., 2020), described a specific person, location, or object. This indicated that descriptive writing was created specifically with a person, location, or object in mind. (Smith & Anderson, 2018) noted that students found it challenging to master descriptive text. Text structures that demanded that students define a specific thing, person, animal, or place became difficult for them to comprehend.

The reason the researcher chose descriptive text in this study was because, according to the English teacher at SMP Negeri 1 Karimun, descriptive text material had been one of the text-based materials taught at the beginning of learning for grade 7 students. So, it played an important role, especially in learning English writing skills. According to (Sipayung et al., 2021), descriptive text had many advantages, including being able to help students visualize objects or phenomena being studied by providing clear details. This allowed students to imagine and understand the material better, which of course could have improved their overall understanding and helped students develop critical thinking skills. Descriptive text could also have inspired students' imagination in creating descriptive text. Descriptive texts were also rich in vocabulary and sentence structures which could have enriched students' language skills. Students could have learned the use of adjectives, adverbs, and complex sentence structures which were useful in improving their writing skills. Therefore, the researcher chose descriptive text

because it could have improved student knowledge, made the subject matter more engaging, and supported teaching and learning more interesting.

Teachers could employ a range of teaching resources, such as learning materials, as the foundation for teaching and learning activities in the classroom to carry out the learning process and achieve the learning objectives. A textbook was one of the most commonly utilized types of learning resources (Ayu & Indrawati, 2019). Learning materials were essentially separated into two categories: printed and non-printed. Textbooks, modules, handouts, articles, newspapers and other printed sources were examples of printed learning materials, while non-printed materials included audio and video.

In order to inspire student creativity and make learning more interesting, using digital teaching media in the classroom would have facilitated students' mastery of the material and ultimately led to better learning outcomes. The general uses of media were disclosed by (Makhrus et al., 2022), who stated that "digital media supplied students with the means to learn independently in accordance with their auditory, visual, and kinaesthetic talents and abilities." However, the way students engage with the outside world had evolved due to advancements in information technology. Students were increasingly using social media platforms, one of which was Instagram.

Instagram offered a series of textual and visual tools that facilitated communication and sharing of information and was also a type of digital learning because it offered engaging and interactive capabilities for creating or sharing

teaching materials. Teachers could have taken advantage of Instagram's various features to create interesting and instructive content that would have helped increase students' interest in writing English. Based on the results of a pre-research analysis conducted by researcher at SMP Negeri 1 Karimun on February 26, 2024, it was found that the English teacher at the school only used textbooks as a learning medium and occasionally used PowerPoint. However, the teacher never used or created learning videos that could have been utilized in the classroom as a teaching media. As a result, students felt bored in the learning process in class and lacked understanding of the material taught in class due to the lack of media used. The teacher at the school also said that one of the students' English skills that was still low was writing skills.

The educational video was a form of media that could be used in learning English, especially in writing skills, because according to (Kusdinar et al., 2023) educational videos used images, sound and text to explain the concept of descriptive text in a visual and interesting way so that it was easy for students to understand. Understanding the concept of good descriptive text was an important basis for writing effective descriptive text. When students understood the concept of descriptive text, they could write descriptions more clearly, accurately, and in detail.

In conclusion, educational videos were something that was useful for helping students as a learning media in their descriptive text writing skills. With

proper and targeted use, educational videos could have helped students understand descriptive text concepts better.

Therefore, the researcher decided to create educational video learning media on Instagram. Based on the results of the students' questionnaires pre-research distributed via Google Form, it was found that students preferred Instagram social media as the media they would use for learning because they were more familiar with this social media. Therefore, the researcher hoped that by using educational videos on Instagram as a learning media, students would be more interested and could help seventh grade students at SMP Negeri 1 Karimun understand English, develop interest in writing, and make learning writing more fun and less monotonous. It could also help teachers provide information that would improve students' comprehension of the subject matter being taught. In addition, researcher hoped that the availability of educational video media could provide teachers with tools to teach descriptive texts and make it easier for teachers to do it in a fun and relevant way. Therefore, the researcher wrote a study with the title "Designing Educational Video on Instagram as a Medium for Teaching Writing at Grade Seventh".

This study had some novelty. The first was using Instagram as a writing learning medium for grade 7 students. This was relatively new, especially for writing subjects for junior high school students in formal schools. Second, the material displayed in the video was a development of the main school book source (Title: English for Nusantara for SMP/MTs Class VII) which was based on the

Merdeka Curriculum. Then, the research applied an edutainment approach in making educational videos. Edutainment was a learning approach that combined elements of education and entertainment. The educational videos in this research were made in an interesting and interactive format, so that students did not feel bored when learning to write. Lastly, this research focused on developing descriptive text writing skills for grade 7 students.

1.2 Identification of The Problem

Based on the preliminary study above, the researcher identified a problem, namely the lack of media used by teachers when teaching. They only used textbooks as learning media, even though in the world of education there were many media that could be used in teaching, one of which was educational videos on Instagram.

1.3 Limitation of The Study

The researcher limited this research to designing educational Instagram video that focused on descriptive text for seventh grade students at SMP Negeri 1 Karimun as a media for teaching writing.

1.4 Formulation of The Study

How to design educational Instagram videos for teaching writing on descriptive text at grade seventh in SMP Negeri 1 Karimun?

1.5 Objective of The Study

Based on the problem formulation above, the purpose of this study was to design educational Instagram video as a medium for teaching writing focusing on descriptive text for grade seventh.

1.6 Significances of The Study

1.6.1 Theoretically

Theoretically, this study was expected to contribute to ELT theories and serve as a reference for designing other educational video research on Instagram for English language teaching, with a special focus on writing skills.

1.6.2 Practically

1. For Teachers

This study was expected to inspire teachers in their teaching. The product of this study could be used as an alternative for teachers, providing them with a useful medium for teaching, especially to improve students' writing skills and interest in studying descriptive texts.

2. For Students

The desired result of this study was to improve students' understanding of writing, particularly descriptive text. The

researcher hoped that students could learn writing material through educational videos on the Instagram application.

3. For other Researchers

The researcher hoped that the results of this study would be useful to other researchers. By providing new information obtained through this study, the researcher aimed to help other researchers learn more about educational video design as a medium that could be used in teaching English, especially writing skills.

1.7 Specification of The Product

This research focused on educational video design as a medium for teaching descriptive text writing. This video was designed in the form of an Instagram reel video post. The video had the following specifications:

- 1) Educational video included text, audio, images and animation.
- 2) Educational video had a duration of 8-10 minutes and was designed as a video reel.
- 3) Educational video was designed and adapted to the Merdeka Curriculum stage D, writing elements, in descriptive text material for class VII.
- 4) Educational video consisted of one video that explained material about descriptive text, such as definitions, social function, text structure, language features, and text examples.
- 5) At the end of the video there were instructions for the tasks that students would carry out.

- 6) Educational video could be explored on the Instagram account @zka.learn via smartphone or laptop.
- 7) Educational video could be used by students and teachers in the learning process at school and outside learning hours.

1.8 Definition of Key Terms

1. Instagram

Instagram was a social media owned by an American company and was widely used by various groups of people to upload photos, videos and audio using an adequate internet network.

2. Writing Skill

★ Writing skills were the ability to communicate ideas or thoughts in written form, starting with words until they are arranged into coherent and clear sentences.

3. Educational Video

Educational videos were one of the media that could be used as a medium for teaching and learning in schools. These videos contained images, sounds and writing that were interesting and educative, which were useful for increasing students' learning abilities and enthusiasm.

4. Teaching Media

Teaching media were tools used by teachers to convey learning material. This media consisted of various types, such as books, audio, video, pictures, tape recorders, and so on.

