

CHAPTER I INTRODUCTION

This chapter provides a concise overview of the overall content of the study. This chapter outlines the research background, research questions, objectives, significance, conceptual framework, and previous studies.

A. Background The Study

The COVID-19 disease outbreak in the world causes the process of education to improve the process of teaching-learning planning that was planned before. The scheduled meeting with students could be changed into a virtual meeting. COVID-19 affected pedagogy disadvantages, students, courses, and resources problems Oyedotun (2020). In teaching-learning online, the applications used include google meetings, zoom, and video calls for a digital meeting and other communication apps (e.g., WhatsApp, Telegram, email) support their digital meetings (Yuniarti, 2020).

Communication through social networking sites has become a daily routine. WhatsApp is one of the most common discussion forums accessible to the public. The benefit of using WhatsApp is that communication increases relative to meeting contact. Writing letters via WhatsApp is quicker than sending an email. It will decrease the cost to meet thru this method of communication (Yuniarti, 2020).

Teaching Writing in a junior high school, the teacher must focus on how well the materials can be delivered and how well the students understand the material. The objective is to make the learning process well, meaningful and inspired to write visual learning media needs. The teacher must choose the necessary media for the learning process (Harmer, 2001).

According to Faya (2020), using movie still photos media can foster students' creativity to develop their reasoning idea and be actively involved in situations where learning. Often, learning techniques are used to improve students' writing skills. This media addresses the students' learning problems,

creating a lack of grammar and vocabulary mastery. It's becoming a massive impact on their fiction (Dirk et al., 2021).

Based on the preliminary observation in the school, also the writer had an interview with the English teacher. The class students are less interested in online learning, especially writing. These are all the challenges: (a) students' writing challenges, such as finding ideas, grammatical errors, spelling mistakes, creating concepts, limited vocabulary, and (b) students' lack of interest. It is relevant to Nugroho, et al. (2021). During a disease outbreak, the most significant online learning issues are the lack of an e-learning strategy, the time required to plan learning content, and a lack of student interest and participation. As a result, the early findings necessitate an additional investigation of the online writing education technique.

A picture is one of the most prominent and most commonly used language learning media for English teachers. Faya (2020) found that photos as media in the learning process benefits students because it helps them communicate, create, collaborate, and have originality. Teachers must maintain and increase the creativity of using this media in writing class. Similar to Adzkiyaunuha (2021) was using a picture as a media in writing descriptive text, stating that with a picture, students can explore their ideas through the stimuli of the pictures, students can select correct words in specific contexts, students' vocab understanding improves significantly as a result of the photos, and the more opportunities provided to the students, the more time they have to practice Writing and develop a good descriptive text.

The research wants to investigate a comparable issue with a new focus based on prior studies. This research focuses on students' and teachers' perceptions of using movie still photos to learn descriptive text on WhatsApp messenger. In contrast, the previous studies focus only on students' perception and behaviour in the luring class. Based on the statement above, the researcher is interested in organizing research in writing descriptive text using movie still photos media at the seventh-grade students of A Junior High School in Karawang in the academic year of 2020/2021.

B. Research Questions

Regarding the background of the research, the research question can be defined as:

1. How is the implementation of a teacher using movie still photos as media in teach descriptive text on WhatsApp messenger?
2. What is the students' perception of using movie still photos to learn descriptive text on WhatsApp messenger?
3. What is the teacher's perception of using movie still photos in teach descriptive text on WhatsApp messenger?

C. Research Purpose

From the research questions beyond, this research was conducted to reveal the expected result, as follows:

1. To find out the implementation of the teacher using movie still photos as media to teach descriptive text on WhatsApp messenger.
2. To find out the students' perception of using movie still photos to learn descriptive text on WhatsApp messenger.
3. To find out the teacher's perception of using movie still photos to teach descriptive text on WhatsApp messenger.

D. The Significant of The Research

With this research, the researcher expected to provide usefulness or benefits as follows:

Theoretically, this research is one of the efforts to deepen and expand the author's insight and as additional research material for related parties, in the future, especially in improving the quality of education.

Practically, this analysis's findings could provide many advantages for EFL students to understand the problem in writing a text, particularly in descriptive text. The teacher can use another teaching media through WhatsApp messenger. The teacher could know students' perspectives in writing descriptive text using movie still photos through WhatsApp messenger.

E. Conceptual Framework

Descriptive text is a writing people learn about describing a condition, place, thing, individual, and situation. For Wilbur (1966), descriptive Writing constructs an accurate impression of an individual, object, or place in a clear explanation. Langan (1942) states that the writer also involves Writing or describing how something looks, mood, sense, and sounds in writing a descriptive text. Further, the descriptive text is the same as "word picture" because the writer can imagine some idea before and then pour it into an understanding paragraph or the written form. The reader can imagine the object also gives a perception about it.

Clouse (2004) emphasizes that the descriptive text has the related purpose of entertaining the reader, expressing the writer's feeling, informing something, and relating some experiences. A lot of control in the detailed Writing of the visual imagery. The meaning of a descriptive text is providing or illustrating some information with visual imagery to explain something in written form. A few points of the generic format in the descriptive text need highlighting. According to Emilia et al. (2013), generic forms of descriptive text are:

- a) Identification analyses a phenomenon, individual, place, and thing. The introduction of the description introduces something that will be described. It is a topic that will be illustrated or described in the following sentences.
- b) The description describes characteristics of the identification elements like parts, individual, characteristic, and thing or place.

Emilia et al. (2013) said that the descriptive text has a language feature focus is defined as follows:

- a) Tell the specific participant (e.g., my only one boy)
- b) Using adjectives (e.g., busy, skinny)
- c) Using nominal groups (e.g., a challenging person, a super girl)
- d) Using simple present tense (e.g., my mother is a kind person)

The movie is a shifting photo taken by the video camera and the televisions. It is exciting and projected on a computer monitor that combines a narrative, an episode, a story, an incident, and music. The film is also a strategy

to improve students' writing skills from high school to university. For Hornby (2006), a movie is a collection of moving pictures captured with a sound that tells a story seen in a movie/film. Arsyad (2013) determines a movie viewed as a picture still from a movie that creates an image perceived as real as on a screen. Movies are created by capturing photographs from the earth with cameras or by making images using animation techniques or special effects.

The photos as a learning aid help the teacher draw the students' interest and interact with the scholars to move throughout the teaching and learning method. For this purpose, the teacher could use photos in several stages of the educational process to introduce and encourage studying recent topics, clarify conceptions, and speak basic info Brown (1994). More intimate with instructors realize several beneficial uses for still photos. Analysis and skill show the:

- a) Picture stimulates students' interest.
- b) Properly chosen and adopted pictures facilitate students to know and keep in mind the content of attendant verbal materials.
- c) Verbal and symbolic cueing of still picture through the employment of arrows or different marks will clarify or probably change the message meant to be communicated by them.

In conclusion, movie still photos as media in teaching because of the explanation above and has many beneficial and motivated students in the learning process.

In the foreign and national world, the use of WhatsApp Messenger, or recognized as WA, has increased sharply. According to Tavangarian et al. (2004), WhatsApp is an Instant Messenger application such as text messaging with internet data connectivity with more attractive supported functionality (Kongchan 2008). Kurniawati et al. (2018) said that WhatsApp Messenger could be used as a learning aid. Learning in today's modern world is significantly helped by including the WhatsApp Messaging program. Learning in schools and colleges is one of the rising uses of the WhatsApp Messenger program. The WhatsApp Messaging program has taken place in schools and

universities. WhatsApp Messenger has several features that can be used to connect with the aid of internet services.

All of these files can be sent instantly through a free application. These various features will make it easier to learn how to communicate through online media. As a result, strategies to raise students' motivation are the main issues that need to be regarded in the learning process using WhatsApp to improve teaching and learning. Group WhatsApp Messenger is a group discussion provider that can handle up to 256 members, a very substantial percentage, and can be gathered in just one application (Samsul et al., 2020).

Perception is the viewpoint of others about anything. Perception is described as an act of being conscious of "the physical experience of one's environment, which reflects the capacity of a person to comprehend." In the course of perception, information is collected by social contact with individuals or humans. Perception entails creating views about individuals or groups depending on a relationship (KhoirulIlmi et al., 2020).

The teacher who plays an essential role in the school should be trained with deep capabilities in perception to handle the lesson effectively. Unumeri (2009) continued that the teacher's perception could enhance the teaching process and lead to specific activities such as preparation, the preference of strategy actions, attitudes, actions, or techniques to allow students to overcome the challenges in the school. According to Milton (2009), perception involves applying the student's perception of the facts in their minds. Interpretation is what they do as reality and what they feel will happen, and their experiences and expectations influence it. Perceptions about students determine how they will perform in school, impacting their academic performance.

F. Previous Studies

Previous research has aimed at obtaining comparisons and references. Besides, to avoid the presumption of similarities with this study, the research listed the results of prior research are as follows:

A study conducted by Faya (2020) focuses on students' perceptions of the implementation of picture series. By using the method of questionnaires and

interviews with several students, 15 students from ninth grade. This research shows that students love and enjoy the media in the writing classroom. All participants who had completed the questionnaire realized that learning activities using picture series had provided significant benefits. Meanwhile, this research is different from the previous research, which focuses on student and teacher perspectives on using movie still photos for learning descriptive Text on WhatsApp messenger (Faya, 2020).

Mahdiya and Murtiningsih conducted the second previous study showed the students look more confident in Writing and describing the picture. Online classroom situation looks more active and fun in the teaching-learning process through PWIM or picture word inductive model. This research uses online classroom action research and uses two qualitative and quantitative methods. The result shows that the students' writing skills can be improved through PWIM in the online teaching-learning process. This research is different from the previous research, which focuses on showing students' and teachers' perceptions in an online classroom in terms of the movie still photos as a media of the English lesson (Mahdiya et al., 2020).

The third research conducted by Dwi Irnawati et al. explores using pictures of grammatical errors in descriptive text. This study only focuses on grammatical errors. This study works with the interview method, field notes, observation sheet, and test. The result shows that the students' most dominant errors are verb- verb groups than the other grammatical errors. On the other hand, the current research focuses on students' and teachers' perceptions in an online classroom regarding movie still photos as a media of the English lesson (Dwi Irnawati et al., 2020).

The fourth, Desma yuzahana, reported animation pictures and was motivated to express students' ideas. By using a method of qualitative and quantitative in classroom action research. Nine students of junior high school are the object of this research. This research focuses on how effective an animation picture improves students' writing skills in writing descriptive text.

Meanwhile, this research focuses on how students' and teachers' perceptions in terms of the movie still photos as a media (Yuzahana, 2020)

Last, the research by Adzkiyaunuha researched how to improve students' writing skills through pictures. This study uses the action research method with an interview with the teacher and observation. Students and teachers are an object in this research. The researcher concludes that pictures can improve the students' writing skills and the class situation during the teaching-learning process. Meanwhile, this research focuses on students' and teachers' perceptions in an online classroom by using a WhatsApp group to use movie still photos as a medium (Adzkiyaunuha 2021).

