

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the study, formulation of research question, purpose of the study, formulation of hypotheses, significance of the study, scope and limitation of the study, and definition of key terms.

### **A. Background of The Study**

Covid-19 disease has had a significant impact on many aspects of human life in recent years. Its massive impact has influenced a wide range of areas, including the economy, politics, health, and education. The education sector has been one of the most affected by the Covid-19 disease. The Minister of Education creates policies for students and teachers to do their learning at home in order to reduce the spread of infectious diseases. As a result of these transformations, education has undergone a variety of changes, with the rise of e-learning, in which teaching is done remotely and via digital platforms. Because each school's environment varies, the government does not place restrictions on platforms or specific applications for conducting E-Learning. As a result, some schools use social media or applications to teach English during the covid-19 disease, as many studies have shown that social media and applications can be used to teach English because they suit students' personalities.

English has grown increasingly significant as a tool of communication in modern culture. As a result, it has been taught to children

since elementary school. The English language has been introduced to students in the classroom. Since English is regarded as an important language in the early stages of society as a collection of information and skills that can aid in the attainment of goals later on in life, a satisfying professional life. It is crucial to begin teaching English at a young age in school. Brewster (1992:23-24) states that one reason to start learning a foreign language earlier is to improve one's communication skills. The goal of teaching English to children is to help them learn the language for a longer period of time. Second, it is clear that young children are better at understanding and copying what they hear than adolescents. Third, the goal of early foreign language acquisition is to help infants develop their language skills linguistically, psychologically, and culturally.

Based on 'Kurikulum Tingkat Satuan Pendidikan' (KTSP) that was declined in 2006, teaching and learning English in high school should be based on the stress of four language skills, those are listening, speaking, reading and writing. It is expected that students can use these skills to prepare them in the higher education level and even in the field of work that demands them to understand English in communication.

And in this study the researcher will examine one of the four language skills, the skill of writing procedure text. According to Elite Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. This opinion is strengthened by Raimes (1983:3) who gave the reasons for

teaching writing: “We frequently have to communicate with each other in writing” and “Writing reinforces grammatical structures, idioms, and vocabulary.” Teaching writing is “a unique way to reinforce learning”. So, it is obvious that writing is an essential language reinforcing skill and a crucial ability because it becomes a means of learning, discovering, developing, and refining language ability. Writing is a unique opportunity for students to engage with a new language, try to express themselves, and utilize their hands, eyes, and minds while learning.

In reality, writing is often overlooked when it comes to English language instruction in schools. It appears that proficient writing was generally identified as the final language ability to be learned, both by native and non-native speakers of the language.. The language, as well as for students learning a foreign or second language in school. Teaching the classroom learning approach is primarily focused on gaining the other skills. Procedure texts are one of the functional texts that students should be able to master. Students are intended to improve their writing abilities through basic texts that use written language types properly, fluently, and responsibly in social situations in the form of descriptive, recount, narrative, procedural, and report writing. as stated in the 2013 revision of the curriculum. In this study, the researcher will examine the procedure text.

Although the curriculum being standardized by the Department of National Education, some students, especially those learning from procedure manuals, are still unable to attain the functional level. Some children have

grammar and vocabulary issues. Some students haven't yet attained the functional level, according to Febriyanti, who performed the research on procedure texts, since they continue to struggle with writing issues such difficulty utilizing proper grammar and a lack of vocabulary expertise.

Some students struggle to articulate their thoughts in writing and feel less secure doing so. Writing is a difficult endeavor with several components. Students may feel less secure and produce poor work when they lack writing abilities. There are a number of explanations for this, argues Harmer (2007:329). Perhaps they don't write much in their native tongue or perhaps they believe they are incapable of coming up with ideas.

As a result of these issues, the researcher feels that one of the best methods to fix the problem and assist students is to use instructional aids or media. The proper selection and usage of media is critical because it can help students become more engaged in the teaching and learning process. It can be deduced that employing media to teach procedure text writing is extremely significant and highly recommended because it can assist students in developing their procedure text writing by demonstrating how something is done. Tutorial videos are one type of media that can assist students in producing procedural manuals. "A tutorial video is a video that transfers knowledge about how to achieve something via the use of a series of instructions," states by Sumarni (2014:27). It is an audio-visual assistance for students that can assist them in writing more imaginative paragraphs. Novita's (2013) belief that video assists the instructor in delivering the instructional

information in an appealing and entertaining manner so that the students are not easily bored throughout the session is reinforced. Furthermore, pupils might gain extra writing ideas by viewing videos.

According to previous research by Azurah (2018), “ The Effect of Tutorial Video on Students’ Writing of Procedure Texts”. Her subject of the research was eighth grade of MTs Negeri 13 Jakarta in academic year 2017/2018. Her study was conducted to investigate whether tutorial video significantly affected on students achievement in writing procedure text. In this study, researcher used quasi-experimental study. The conclusion of this study was by using tutorial video can improve students’ achievement in writing procedure text.

The second previous study entitled “The Use of Video to Improve Students Writing of Procedural Text” by Bachtiar (2013). This study was conducted to investigate the effectiveness of using video in improving student runbook writing and to examine student perceptions of video technology. The video technique was shown to be highly successful in increasing students' ability to write procedural text.

The third previous study was conducted by Rachmah (2011). She studied “ Using Video Clips to Improve Students’ Writing Skills of Narrative Texts”. The purpose of the study was to see if students' narrative writing skills improved after being taught using video clips vs without video clips. The

conclusion was that video clips might be used as a teaching tool to help students in SMA Negeri 2 Mranggen enhance their narrative text writing skills.

However, There was a difference between the above research and the research done by the researchers. The purpose of this research is to explore how video tutorials affect students' ability to write procedure texts during the epidemic phase of Covid 19. The researcher considered that tutorial videos may aid students in generating paragraphs and in recalling specific details of procedural texts, thus the researcher chose them as the media. The researcher chose the school in MTs Negeri 1 Tulungagung because MTs Negeri 1 Tulungagung is a favorite school and has many students. These students are familiar with video video tutorials, but there are still many who have not used video tutorials as a learning media in procedure text. Students can see imperative verbs being demonstrated in the video, for example. Then, video tutorial are usually brief, allowing students and teachers to quickly locate certain bits of information. For example, if students want to locate a video instruction on how to create cake, they do not need to watch an hour-long movie on all of the culinary recipes. Instead, the students discovered a video lesson on how to create cake.. Finally, based on the reasons above the writer would like to conduct research about “*The Use of Video Tutorial in Teaching Students’ Writing of Procedure Text in Pandemic Covid 19*”.

## **B. Formulation of Research Problems**

Based on the background of this study, the writer has determined the problem of the study that becomes the concern of the discussion. The problem

was elaborated into a research question that read: Is there any significant difference in student's writing of procedure text between the students who are taught by using Video Tutorial and those who are not taught by using Video Tutorial at ninth grade of MTs Negeri 1 Tulungagung in pandemic?

### **C. Purpose of the Study**

For the research problem, the purpose of the research is to know the significant difference in student's writing of procedure text between the students who are taught by using Video Tutorial and those who are not taught by using Video Tutorial at ninth grade of MTsN 1 Tulungagung in pandemic.

### **D. Formulation of Hypothesis**

A hypothesis is a statement that is particular, testable, and predictable, and it is based on theoretical direction and/or prior data. There are two kinds of hypothesis, namely the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ). Both state a different thing,  $H_0$  states negative, while  $H_a$  states positive. The authors' hypothesis, which is based on theoretical studies and frameworks, is as follows:

1. Null Hypothesis ( $H_0$ ) : There is no significant difference in students' writing of procedure text between the students who are taught by using video tutorial and those who are not taught by using video tutorial.
2. Alternative Hypothesis ( $H_a$ ) : There is significant difference in student's writing of procedure text between the students who are taught by using video tutorial and those who are not taught by using video tutorial.

### **E. Significance of the Study**

Researcher expects that the results of the study is useful for :

1. English teachers

If video tutorials improve students' procedure text writing, English teachers can utilize this media to improve students' procedure text writing.

2. Students

Students who have difficulty to write English text, especially procedural text, should consider using video lessons as a media for learning.

3. Other researchers

This research might help a future researcher who wants to conduct an experiment using the same material but with different language abilities.

### **F. Scope and Limitation of the Study**

This research was limited to the effect of videos on students writing procedure text. The research subjects are students in the ninth grade of MTs Negeri 1 Tulungagung.

### **G. Definition of Key Terms**

1. Video Tutorial

Videos tutorial as a series of live pictures used by teachers to improve student understanding (Wirasasmita & Putra, 2018:37). The technique taught to the students in this research video tutorial to see the difference between the control and experimental groups. These videos are documentary videos about how to make something.



## 2. Writing

Writing is an intellectual activity that involves gathering thoughts and deciding how to communicate and organize them into a statement or paragraph that is easily understood by others (Nunan, 2003:88). This study is written in writing produced by the control and experimental groups while receiving treatment.

## 3. Procedure Text

A text that provides instructions is known to as a procedure text. (Nuryadi 2014:13). In this research the procedure text with tutorial videos, example is about *how to make banana ice cream, how to make a sandwich, or how to make mango juice, etc.*