

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of research problem, objective of the research, significance of this research, scope and limitation of this research, and definition of key terms.

A. Background of the Study

In language teaching, writing is one of the basic skills. It becomes important because in communication using the target language, students have to be able to use the language whether in oral or written form. Writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. Writing is also a process of communicating between the writer's ideas to reader in written form. Langan (2008:15) stated that writing as a way to communicate with others. In speaking, an effective communication has to have a specific purpose to connect the speaker's idea to the listener. This concept is same in writing. A writer has to have a purpose in their writing in order to the reader see what the writer want. There are three purposes in writing O' Malley (1996:137) classifies the purpose of writing into three parts (1) *Expository /informative writing*, It is to share knowledge and give information, directions, or ideas. (2) *Expressive/narrative writing* is a personal or imaginative expression in which the writer in which the writer produces stories or essay. (3) *Persuasive writing*, writers attempt to influence other and initiate action or change. Usually this kind of writing is used to promoting.

Basically, there are three approaches of teaching writing (Harmer, 2007:257). First, product based writing. In this approach, students are asked to produce a perfect writing whether in term of grammar, generic structure, or syntactic rules. This approach is focus on the student final writing product. Then, process based writing. In this approach, students are more focus on the process of writing. They start to do Pre writing (brainstorming and making outline), writing (developing and organizing) and post writing (revising and editing their writing) Langan (2008:24). The last is genre based writing. In this approach, writing as linguistic product is related to the social function. Students compose writing based on the function of the text. By knowing the teaching writing approaches, teacher will develop their teaching writing easily.

Usually, students will find it easy to express their idea in the oral form, but they will feel difficult to express their idea in the written form. “The difficulty and complexity in EFL writing arise from the fact that writing includes discovering a thesis, developing support for the thesis, organizing, revising, and finally editing the thesis to ensure an effective, error-free piece of writing.” (Seifoori 2012:01). The responsibility lies on the teacher shoulder to enhance student’s abilities to express themselves effectively in written form.

Problems in writing are caused by internal and external factors. The internal factors are come from the students’ ability in writing. Students usually feel difficult to build their idea. According to Langan (2008: 6) “An important difference between writing and talking is in writing, any idea that you advance must be supported with specific reasons or details.” The process of writing is too

complicated, so they can't develop their writing well. In addition, Harmer (2007: 323-325) stated that students face some problem in writing like their problematic handwriting, bad and ambiguity spelling and punctuation for them, and also how they arrange and organize their writing.

Besides the internal factor, students also faced some difficult from the external factors. The external factors are coming from the other side of students and teacher toward writing. Students feel boring with the classic writing class. In the classic writing class, a teacher usually only explain what the text is it and tell the generic structure of the text. Teacher did not provide any media to support the learning process. Teacher feels difficult to create a new writing class which is very interesting for students. Students need the newest strategy and media in writing class because it can help them feel happy and easy to make comprehensible text.

It also happened at eight grade of SMP Islam Brawijaya. Based on the result of interview, students faced some problem in writing like as they could not organize their idea well, they did not know how to make an outline of the text, and they did not know what they should write down in their text and many others. They also stated that writing is the most difficult skill in learning English. Those problems make students felt more difficult to make their own writing.

For EFL students like in Indonesia, there are many kinds of writing or text which have to be mastered such as descriptive, narrative, recount, persuasive, exposition, argumentative, procedure, discussion and many others. Every text has

its own characteristic, structural elements, text features, and grammatical features. Besides that, those types of text also have different communicative function. For example, the communicative purpose of narrative text is to entertain and to teach cultural values for the reader. As stated by Butt, et al (2000:225) narrative text also has its own characteristics, such as the generic structure of narrative text consist of orientation, complication, resolution, and also coda. The language features of narrative text are using past tense.

In this study, the researcher would like to develop the media of teaching writing. After knowing the real problem in writing which faced by students, the researcher applies a descriptive video in teaching writing. As stated by Harmer (2001:323), one of techniques to teach writing is by using video. Students can get ideas in writing by watching video. Comparing a book with a movie is a classic strategy. Teachers have to find an innovative technology. Descriptive video is a kind of video which contains of narration to explain about the film or video. Hoffner, Bakker, and Quinn (2008:1) state that descriptive video was developed to give individuals with visual impairments access to visual media such as TV programs and films. This additional audio track contains narration to explain a film's visual elements.

Descriptive video is one of media to teach writing, especially for writing narrative text. Besides, descriptive video can also use for teaching another kinds of writing, such as procedure text, descriptive text, etc. Narrative text is taught for second and third grade in second semester of Junior High School and first grade in second semester of Senior High School. In the narrative text, students have to be

able make an interesting story. Students have to find and build new ideas to make the story become interesting. As EFL' teacher, a teacher should make a comprehensible input for students. Descriptive video will help them to get comprehensible input and also help them to master writing narrative text easily.

There are many previous researchers who applied video in improving writing ability in their research. Some of them are conducted by Ida Nuryani and Apriliya Intan Pratiwi. The first is conducted by Ida Nuryani with the title *Improving Students' Writing Skill of Narrative Text Using Video: A Classroom Action Research on the Eleventh Grade of SMAN Kebakkramat Surakarta*. In her research, the use of video in teaching writing was able to improve students' ability in writing narrative text. Students can generate their idea easily, their vocabularies in writing narrative text become richer than before, they can organize their writing well, they can write correct sentences by using simple past tense, they became more confidence than before in showing their writing, and also their score in writing narrative text was improved.

In her study, Apriliya Intan Pratiwi was also studied about improving writing narrative text by using video. She studied about *Optimizing the Use of YouTube Videos to Improve Students' Writing Skill. (A Classroom Actions Research at the Second Grade of SMP Negeri 1 Juwiring, Klaten in the Academic Year of 2009/2010)*. The findings through the implementation of YouTube videos showed improvement in students' writing skill. The improvement of students' writing skill include: 1) students ability in deciding the main idea; 2) arranging the words; 3) selecting appropriate words; 4) composing cohesive and coherence

writing; and 5) using grammatical pattern correctly. So, the research findings of this study imply that YouTube Videos were very useful and important to improve students' writing ability.

This study will conduct at SMP Islam Brawijaya, Jombang in the second grade. In choosing the subject, the researcher considers some reasons about the English profile in this school. Based on the result of interview, the researcher knows that teaching writing in this school was flat. The main problem in this school was students could not produce a writing well. It caused by students could not build their idea well. If they write story, the plot was not order. They felt confused what they have to write in their text. Sometimes, they also still used simple present tense verbs in their story.

To close this gap, the researcher wants to solve this problem by providing descriptive video in teaching narrative writing process. Students will get better score in writing narrative text after being taught by using descriptive video. In writing narrative text, students have to be able make an interesting story. Students have to find and build new ideas to make the story become interesting and the plots are in order. By using descriptive video, students will get comprehensible input and also help them to master writing narrative text easily.

B. Formulation of the Research Problems

Referring to the background of the study previously, the researcher formulates the research problems as follows:

1. How does descriptive video enhance students' writing ability in narrative text at the second grade of SMP Islam Brawijaya Jombang through descriptive video?
2. How is the improvement of students' writing ability in narrative text after being taught through descriptive video at the second grade of SMP Islam Brawijaya Jombang?

C. The Purpose of the Study

Based on the statements of research problems above, the purpose of the study are:

1. To know how descriptive video enhance students' writing ability in narrative text at the second grade of SMP Islam Brawijaya Jombang.
2. To find out the improvement of students' writing ability in narrative text after being taught through descriptive video at the second grade of SMP Islam Brawijaya Jombang.

D. Significance of the study

This study will give some contributions for others who potentially take the advantages of this study, for example students, English teachers, education practitioners, institutions, headmaster, the next researchers, and also for the researcher herself.

1. Students

Sometimes, EFL's students have difficult in improving their language proficiency. They also feel bored if they can't understand the material easily. It can cause problems which impede their learning. This study gives contribution for students to help them solve their problems in mastering writing. By using descriptive video, students are more interesting in writing class and their motivation will be better than who did not taught by using descriptive video. So, their achievement in writing will be better in too.

2. Teachers

In teaching English, teachers usually feel confused with their learning media. They do not find any newest media which support their teaching. If the media was flat or too old, students will not interest with their material. Descriptive video is one of the newest media in learning English, especially in writing class. Teachers can use this media to make their students are more enthusiasm. So, this study is very useful for the teachers to help them in teaching English.

3. Institution

This study is also gives contribution for the institution especially for SMP Islam Brawijaya Jombang which is used for conducting this classroom action research. The institution can adapt the result of this study to be their reference in their teaching English.

4. The future researcher

For the next researcher, this study will be as their reference in conducting another classroom action research. They can generate this study into more detail and also give more contribution for teaching English.

5. The researcher

By conducting this study, the researcher also gets contribution from the result of this study. The researcher can see directly in the field or in the classroom about what kinds of problems which rise in learning English especially in writing and also find the solution for this problem.

E. Scope and Limitation of the Study

This study focuses on solving student problem in writing by using descriptive video. The researcher only focused the study on narrative text because narrative text is one of texts which have to be mastered by eight grade students of SMP Islam Brawijaya Jombang based on the syllabus and curriculum. This study

also explains the improvement of student writing score after taught by using descriptive video.

F. Definition of Key Terms

1. Writing ability

Writing ability in this research means an ability of human to build, compose, and produce their idea through signs or symbols in written form in order to they can communicate with other using their writing.

2. Narrative

Narrative is kinds of text which is told about story in the past. Narratives are structured to be entertained and to teach cultural values. Narrative is constructed by the orientation, complication, resolution, and may also include a coda which covered a moral value. Past tense is used in narrative text.

3. Descriptive video

Descriptive video is a video which is given to the students as their learning media. This video provides pictures, sounds, and some narration or description to tell what the video about. Teacher may make this descriptive video by themselves or they can adapt from another sources.

G. Organization of the Study

This study will be divided into five chapters, it consist of (1) Introduction, (2) Review of Related Literature, (3) Research Method, (4) Finding and Discussion, (5) Conclusion and Suggestion.

Chapter I provide background of the study, formulation of the research problem, the objective of the study, significance of the study, scope and limitation of the study, definition of key terms and organization of the study.

Chapter II will contain the review of related theories and literatures related to the nature of writing, teaching writing, media for teaching writing, descriptive video, and the previous studies.

Chapter III will focus on further explanation about methodology of the study including research design, subjects and setting of the study, and procedures of the study which cover preliminary observation, planning, implementing, observing and reflecting).

Chapter IV will cover the data collected, data analysis and the interpretation of the findings from the study.

Chapter V will explore the conclusion of the study and also suggestion for further study.