

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research include background of the study, Research Problems, Objective of the Study, Research Hypothesis, and Significance of the Research, Scope and Limitation of the Research, Definition of Key term.

A. Background of the Research

There is no doubt if the students still think that writing is the most difficult skill foreign language learners to master. According to Rijlaarsdam (2004:5) the act of writing is complex and effortful. Actually writing is a difficult matter not only for student but also the teacher, It is happens sometime their lack in writing skills because in writing we should choose, combine the vocabulary and tenses well to make a writing that is meaningful and can be read for others people. In writing the learners should be ability to construct good sentence, knowledge about the content, grammatically, mechanic, etc. According to Yi (2009), writing is defined as the ability to respond to a given stimulus. Put another way, it is the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation. Beyond the sentence, writing is ability to create structure and integrate information into coherent and cohesive text.

However, the practical skill, the skills involved in writing are highly complex. According to Rijlaarsdam (2004) writing is a very complex activity

because many processes occur at the same time: decisions on information, meaning construction, language formation, editing the product and constant monitoring of the process. In arrange sentence must attention some of process to get good sentence. They were pre-writing, planning, and revising draft, and go to final writing. Addition Harmer (2001:258) there is some stages of drafting, reviewing, redrafting, and writing. Similar to this Suwandi (2016) that the process of writing comprises of four stages namely planning, drafting, revising, and editing. The difficulty becomes complex if their language proficiency is weak or poor.

Teaching writing is not easy. The process of writing makes it complex. According to Hedge (2000) writing process is a gradual activity involving stages like setting goals, generating the ideas, organizing information, selecting appropriate languages, making a draft, reading, reviewing it, and then revising editing. And so because English only a native language that should be learn by the students most the students still have to translate their work to English, so the need longer processes, more practices, and some steps to be able to make a good writing. According to Dean (2004: 118) have statement about criteria for good writing as follows: it has a lot less to do with following grammatical rules than most English teachers would have you believe, have correct spelling, not have to have big words, frequently universal, the last have perfect grammar, usually contains a natural mixture of short sentences and long sentences.

Teaching writing involved analyzing and critiquing student writing samples. In teaching writing the teacher can focus on the product of that

writing or on the writing process itself, it stated by Harmer (2001). The purpose of teaching writing is help student to explore their ideas, thought, thinking, or opinions and students hopefully are able to create writing that easy to understand. It means in writing they also learn to think. According to Tchudi and Yates (1983) Learning to write involves learning to think, and writing is unique in allowing students not only to think, but to display the products of their think in a form that invites further contemplation. Based on the explanation above, it can be concluded that the ideal writing is the student's dose not only focus on how to write and create writing, but also concerns how to maximize the brain capacity to think. It will be help students to use their thoughts.

On the other hand, the objectives of writing for the students in senior high school are required to learn and to master the functional text. Kinds of functional texts in senior high school are narration, description and argumentation. Especially, procedure (description) and narrative (narration) text learned by the students in the ten grade of senior high school. In narrative text, students usually asked to write a story based on the themes which are the teacher given. The result of investigation to the first grade's at SMAN 1 Tulungagung, the teacher said that teaching writing it's very difficult, in a fact the students' writing ability in narrative texts was not satisfying, because there are some factor like as: they have not enough vocabulary, still confuse to arrange appropriate word, and can't using grammatical correctly. Most of the students could not achieve the minimum passing criterion, 75. Others get data

on above, the researcher also doing observation since the teacher teaching learning English, they have low motivation and are not interested in doing their assignment since the writing activities. Beside the reason above, usually the students feel bored with media used in teaching learning process. Based on explanation above, the researcher concludes that the students need effective media to help them in learn writing.

Media it's very important by teacher in classroom to teach students, because media can help attract their attention and students comfort in learning writing. According to Naz and Akbar (2004:36) said that use of media programs are designed intentionally to make the teaching learning environment more interesting and effective. Media also make student more quickly to understand and happy, because if teacher can make an enjoyable learning for all students it will be memorable and student will pleasant to receive the material.

In receiving material that was give by teacher sometimes students can't good absorbs. And in convey the material, not at all teacher can teaching without using media. Therefore, teacher should be use media to support in teaching learning. According to Naz and Akbar (2004:36) use of media in an instructional situation is for supplement support of the instructor in the classroom to enhance learning. Based on explanation above, can conclude to get that's good learning should be having media to support teaching learning.

One of strategies that used by teacher to easy on transferring material or convey messages to the student with easy and simple is media. Naz and Akbar

(2004: 35) state media are for transmitting or delivering messages and in teaching learning perspective delivering content to the learner, to achieve effective instruction. Media are flexible, can be applying for all level and all subject. Media is one of components of teaching, by using media that relate the material that is given by teacher. There are some media in teaching writing that use by teacher. According to Ghaedsharafi and Bagheri (2012) said that media can classification became three: visual, audio, and audio visual. In visual there are line, picture, and symbol. In audio there is radio, while in audio visual like as video. In this research researcher decided using audio visual as media in teaching writing.

That included in the audio visual is video, because video is one of media in teaching writing that use and can help students felt more realistic and make learning will be more fun. According to Deakin (2014:5) audio and video material can be used to enhance learning resources by showing realistic scenario, explaining, concepts, observing social group, and acting. By using video as teaching media, teacher may allow students to practice writing a narrative text based on story in the video. The teacher will be able to demonstrate to the students how to construct a written narrative text clearly. Disadvantages of video like as the nothing new syndrome, poor quality tapes, poor viewing conditions start and stop, the length extract, fingers and thumbs, etc.

Learning writing skill by using video is a variety and innovative learning system to be developed the students writing ability. It's give a nice effect in

attract the English language. In this case, the writer has an idea to give treatment the student by using video. Video is audio visual media because student can watch picture and hear sound. According to Ashaver and Igyuve (2013:44) audio visual may present information trough the sense of hearing as in audio resource, sight as in visual resource or through a combination of sense. So, can concluded that, teaching media using video for students will be given students much information and they more enthusiast.

There are some preceding studies that related and proved that the video as media that good, effective, and successful strategy in teaching and learning process. Elisa (2015) said that using video in teaching writing it's very helpful to motivate students and makes them be able to write well. According to Purna (2014) said that short video clip could improve and make the students interested in learning descriptive writing. According to Indrasari (2012) said that using short video in teaching writing which could improve the student's attitude towards writing class situation during the teaching learning process. Other preceding study, Nur (2012) said that by using video in teaching learning can improve student writing skill like as students be able to explore ideas, organize idea, choose of right words, procedure grammatically correct sentences, and to use mechanic in writing. The other hand, to improve class situation like as students' give full attention during the lesson, finish the writing assignment on time during the lesson, can make more active to ask about the lesson they do not understand, give good responses when the teacher

asks them to do the task in front of the classroom, and also make students pleasant with the situation.

That different this research with previous study lies on research design, the research location. Location in this research belong new school and the researcher want to know students writing ability. Based on explanations above, the writer is interested in conducting a research, entitled "*The Effectiveness of using video toward students' writing ability of SMAN 1 Tulungagung*".

B. Research Problems

Based on the background of the study, the problem of this study as follows: Is there any significant difference in students writing ability between who are taught and students who are no taught by using video?

C. Objective of the Study

Based on the research problem, the study is intended:

To know if there is any significant difference on students writing ability between the students who are taught and the students who are no taught by using video.

D. Research Hypothesis

Based on the researcher problem above the hypothesis of the study can be mastered alternative hypothesis and null hypothesis, the hypothesis as follow:

1. H1(alternative hypothesis): There is significant difference in students' writing ability between the students who are taught and the students who are no taught by using video.
2. Ho(null hypothesis): There is no significant difference in students writing ability between the students who are taught and the students' who are no taught by using video.

E. Significance of the Research

The result of this study can provide useful information for:

1. Teachers

The finding of this research can be used by the teacher as an alternative media in teaching learning English writing skill. The researcher expectation, this research can give contribution to create in teaching learning process better.

2. Other researchers

The result of this study can be used as reference and researcher also expected to give consideration and postulate to conduct further research.

F. Scope and Limitation of the Research

Scope is the area covered in a study. The scope of this study is teaching writing by using media. In teaching writing there are many kinds of text in English such as: narrative, descriptive, recount, news item, and many others. In terms of teaching media, it is widely known that media can be divided into three kinds: visual, audio, and audio visual. Therefore, in order to be more focused on the effectiveness of using video toward students' writing ability in narrative text, this research is limited only on narrative text and video.

G. Definition of Key term

To avoid misunderstanding and misinterpretation among the readers, it is necessary to clarify some of the terms used in this study as follows:

1. Teaching Writing

Teaching writing using media is as a tool to help teachers easy to convey material. One of media was chosen by researcher to teaching writing narrative text is video.

2. Video

Video is one of media can display a motion picture and sound that can be downloaded from YouTube and edited as needed to meet the research purpose.

3. Writing ability

Ability to compose writes narrative text with good content/ ideas, organization, grammar, word choice, and mechanic after they watch video was show.