

CHAPTER I

INTRODUCTION

In this chapter explains about general background of the study, statement of problem, objective of study, hypothesis, scope and limitation, significance of study, and the definition of key terms.

A. Background of the Study

Writing is one language skills that should be learnt by people. In this case, writing should be learnt by students especially by junior high school students. According to Nunan (2003), writing are physical and mental act about discovering ideas, thinking about how to communicate, develop them into statements and paragraphs will be comprehensible to a reader. As what Applebee (1981) says, an attribute to explore school subjects is writing that can be a powerful process to discover meaning, not only to transcribe an idea but also to translate to writers' mind. From writing, we can share about our feelings, ideas and all off our though. However, many people think that writing is the most difficult skill to master. As stated by Hurmer (2001), writing needs hard work, because it needs more time to think than the other skill. Adawiyah (2008) says that it is too hard to have a good writing for the first time. Because there are several steps that should be mastered. It is supported by Lestari (2010), to face students' lack in writing skills, teacher not only teach grammar, vocabulary, spelling, theories of writing but also teaches the practice of writing.

However, there are some challenges and difficulties may be faced by students while learning writing skills. Find that kind of problem, teachers should found some ways out how to make student writing ability better than before. Some researches use media as a technique to make that problem solved. Permono (2010) states that students can actually write by training their ability and quality. However Permono says that students need interesting media to support themselves to make those quality and ability in writing to become better because media will make students interested and knowing well about the materials.

It became a fact that writing skill has crucial role. Writing is one of the four language skills that can be measurement of literacy development in a country. It is taught at least partly for educational, rather than solely linguistic reasons. By the time, the reaches the advanced stages of learning English. The learner is exercising his powers of expression, persuasion, imagination, rhetoric, and using correct English as a vehicle for these achievements rather than as an end in itself. The researcher knows that the English writing is difficult; also it has language complex skills. A large number of research show that all this time teaching English writing only focuses on the theory of grammar or writing concept. The researcher thinks that it does not enough to support the students in writing especially genre.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and structure through which the social function of the genre is realized. While some purpose for writing remains constant across culture, the way in which these purpose are realized vary. Thus, it is likely that there will be considerable variation of genre between cultures. The New Rhetoricians, they are

Freedman and Medway, prefers to see genres as typical expressions of rhetorical action. They define genres as :

“Systems of complex literate activity constructed through typified actions typified so that we were all to some extent aware of the form and force of these typified actions. By using these typified texts, we are able to advance our own interests and shape our meanings in relation to complex social systems (Bazerman, 1994: 79).”

At Junior High School, writing is taught along with the three other language skills, listening, speaking and reading. The teaching of English as Foreign Language (EFL) writing at Junior High School aims at developing students' competence in expressing short and simple message for interaction with people in their achievement.

The teaching of English at Junior High School also aims to develop students' competence in writing various text types varying from functional texts for some functional activities such as inviting something, requesting someone to do something, and getting things done, to different genres which include descriptive, procedure, recount, narrative, and report texts (Depdiknas, 2006).

The procedure text is one of the genres in writing that must be well mastered by the students. The definition of procedural text is a piece of text that describes how something is accomplished through a sequence of actions or steps. The social function of procedural text is to tell someone how to do something or how to make something and how to operate something. So, they must be able to write a procedure text in their daily life, procedure text is used to make some steps or get something done. That is why procedure text is very important to be learnt.

There are various techniques that can be used by the teachers to help the students in organizing the ideas and lesson their problem in writing. The teaching learning process can be facilitated by some teaching media. Media are very important in teaching learning process. They help the teacher as a means of communication to convey the message more concretely and also motivate the students in learning English. One of the media that can be used in teaching English writing is Video.

Furthermore, Cooper (1991:11) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with message, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. In other words video is the combination of electronics pictures and audio.

Video is one of the audio-visual aid. As stated by Harmer (2001), one of the techniques to teach writing is by using video. If to teach video, students will be understand and interested to do writing about procedural text. In learning writing procedural text use video will be add creativity students to do procedure and know step to make something. And then procedural text is chosen as a test in this research because this kind of text already familiar with people's daily life.

So far, there are many studies about used video have been conducted by some researchers. First study was conducted by Gigih Hirtagara from IAIN Tulungagung (2014), entitled "The Use of Authentic Materials to Increase the Students Achievement in Writing Procedure Text at First Grade of MTSN Tunggarngri

Academic Year of 2013-2014”. It was found that by using Video can make students motivated in writing and the students’ score are increasing. Second study conducted by Yusron Micholis from Universitas Muria Kudus (2013), entitled “Teaching Writing Procedure Text by Using YouTube Video to the Tenth Grade Students of SMK NU Ma’arif Kudus in the Academic Year 2012-2013”. This study revealed that Video is effective to teach procedural text for excellent students at SMK NU Ma’arif Kudus. It has proven that there is a significant different students’ achievement after and before using Video. Meanwhile the researcher wants to conduct a study with the same media that is Video. But this research used quantitative research and the sample used junior high school.

From explanation above, the researcher wants to investigate Video as media in teaching English especially in writing procedural text in a study entitled “The Effectiveness of Tutorial Video Toward Writing Achievement on Procedural Text at The Ninth Grade Students of SMP Terpadu Darur Roja’ Selokajang Srengat Blitar”

B. Research Question

In reference to the research background above the problem formulation is as follows:

1. How is students’ writing achievement before being taught by using tutorial video about procedural text?
2. How is students’ writing achievement after being taught by using tutorial video about procedural text?

3. Is there any significant difference score of the students' before and after being taught using tutorial video about procedural text?

C. Research Objective

1. To find out students' writing achievement before being taught by using video about procedural text.
2. To find out students' writing achievement after being taught by using video about procedural text.
3. To know any significant difference score of the students' before and after being taught using tutorial video about procedural text.

D. Hypothesis

Hypothesis is a powerful tool in scientific inquiry. Ary (1985:75) states

“A hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon. It presents in simple form a statement of a researcher's expectation relative to a relationship between variables within the problem.”

In short, the hypothesis means prediction of the solution of the problem or a phenomenon and it presents the expected value from the relation between the variables of the problem. Hypothesis is a tentative statement about outcome of the research. In this research, the hypothesis is formulated as follows:

a. The Null Hypothesis (H_0)

There is no significance difference score before and taught by using video and the students who are taught without using video.

b. The Alternative Hypothesis (H_a)

There is significant difference score between the students who are taught by using video and the students before and taught without using video.

E. Scope and Limitation

This study is limited on the effect of using tutorial video. The study conducted at the ninth grade students of SMP Terpadu Darur Roja' Selokajang Srengat Blitar. And it focused on the applying of tutorial video towards the students achievement of procedure writing text.

F. Significance of Study

This study is hoped to be able to give some positive contributions to the English language learning context and will be beneficial for many sides such as for; students, teacher and for the next researcher:

1. For student

The result of this study may help the students to improve their ability in writing procedure text by using tutorial video.

2. For teachers

The teacher can apply the tutorial video as a media to improve students ability in writing procedural text.

3. For the researcher

She will get new knowledge and experience in teaching, writing procedure text using tutorial video.

G. Definition of Key Term

1. Writing

According to Nunan (2003), writing are physical and mental act about discovering ideas, thinking about how to communicate, develop them into statements and paragraphs will be comprehensible to a reader. In this study, writing refers to a narrative paragraph

2. Procedure Text

Procedure text is a piece of text that gives us instructions for doing something. The purpose is to explain how something can be done.

3. Video

Video is one of the audio-visual aid. As stated by Harmer (2001), one of the techniques to teach writing is by using video.

4. Tutorial Video

A tutorial video is method of transferring knowledge and be used as a part of a learning process.