

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study. This chapter begins with describes a background of the study, research questions, aims of study, and significances of study. In the end of the chapter, it presents the organization of paper.

1.1 Background of the Study

Writing is one of the language skills, which is difficult to master. Although, it is difficult to acquired and also difficult to be taught, meanwhile it should be improved by students who learn English as second language (Alwasilah, 2001). Writing needs hard works (Alwasilah, 2005) because it needs more time to think (Harmer, 2007) and is more complicated activity than speaking (Alwasilah, 2002 cited in Alwasilah, 2005: 42-45; Harmer, 2007: 112). The difficulties in writing are caused by many reasons (Byrne, 1979: 4). Firstly, writing needs many ideas that should be mixed. When students are asked to write, some of them have difficulties to find ideas (cognitive problems). Second, the students are lack of vocabularies to express their ideas in form of writing, therefore the students do not understand how to mix and arrange the vocabularies into good sentences and the sentences into good paragraphs (linguistics problem). Third, the students are not confidence to write because there is no direct communication between the writer and the readers and there is no feedback from the readers (physiological problem).

The difficulties in writing are also faced by students. Based on the study conducted by Pravita (2009), there are some students' weaknesses in writing procedural text. The weaknesses are in the form of grammar, vocabularies, and sequences. They have difficulties to use grammar and to choose the dictions in making right sentences of procedural text.

By looking at the problems which are faced by students, teachers should find methods and media in explaining meanings to students (Harmer, 2007: 83) in order to improve students' writing skills and also to change students' perception on the difficulties in writing. Moreover, it is needed to make writing as an interesting activity for them, especially in writing procedural text. One of the techniques is teaching writing by using video (Harmer, 2001).

Videos are characterized in audio-visual media (Gerlach & Ely, 1980). It is called audiovisual because it has pictures and sounds that can be seen and heard. Video allows contextual clues and meaning to be offered because video shows the practical applications, the body movements of speaker and the meanings that are presented visually (Canning, 2000; Harmer, 2007:144). It means that video can create links between the materials being learned and the practical applications. Besides, video helps students in getting ideas in writing (Harmer, 2007: 144). Furthermore, by watching video students are expected to be able to get something happen in the video and then try to rewrite it. In some studies, such as a study conducted by Lusiana (2008), in developing students' skill in writing narrative text through movie, the findings showed that using movie or video was an effective strategy in improving

students' skills in writing. The study also showed that students' progress through watching movie or video was good.

This study only focuses on procedural text, which should be learned by students in senior high school. Furthermore, procedural text is also familiar with students' daily life in which is used to describe how something is achieved in a sequence of steps. According to Harmer (2007: 112), writing is not only used to practice students' language skills, but also it can be used to apply their writing skills in their daily activities, such as writing recipes or instruction how to operate something.

Based on the explanation above, this study is intended to investigate the use of video in teaching procedural text writing. This study is also aimed to find out the students' perceptions toward the use of video in their writing class. Furthermore, the results of the study hopefully can be a reference for teachers to create their meaningful teaching learning, especially for teaching writing procedural text.

1.2 Research Questions

The ability of students' procedural text writing by using video is investigated in this study. Thus, the research questions for this study are as follows:

1. Does the use of video significantly improve the students' skill in writing procedural text?
2. What is students' perception toward the use of video in teaching writing procedural text?

1.3 Aims of Study

Generally, the aim of the study is to emphasize the use of video in teaching language. In accordance with the research questions, there are two specific aims of the study. The first is to find out whether or not video improves students' ability in writing procedural text. The second aim is to investigate the students' perceptions toward the use of video in teaching writing procedural text.

1.4 Significances of the Study

There are two significances which are expected from the study. The significances are:

1. Theoretical significance

The results of the study are expected to enrich literature on English teaching and also provide references for further research on the use of media in teaching writing text.

2. Practical significance

For the teachers, the results of this study are expected to provide a reference for the teachers in choosing appropriate media for teaching procedural text.

Moreover, through the study, the students are expected to be able to increase

their motivation in learning writing skill and improve their procedural text writing skill.

1.5 Organization of Paper

There are five chapters in this paper. The first chapter is introduction which consists of background, research questions, aim of the study, scope of study, research methodology, clarification of terms and paper organization. Chapter II consists of theoretical foundation which explains related theories and literature. Chapter III is research methodology. The chapter explains the methodology that is used in the research. The following is chapter IV which explains the findings and discussion of the study. The last chapter is conclusions and suggestions. The chapter describes the conclusions of the study and also tells some suggestions dealing with the study.