

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research including background, research questions, aim of the research, clarification of key terms, and organization of paper.

1.1 Background

Writing is one of language skills that should be learnt by people. In this case, writing should be learnt by students especially by junior high school students. 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 writer's mind. From writing, we can share about our feelings, ideas and all of our thought. However, many people think that writing is the most difficult skill to master. As stated by Harmer (2001) writing needs hard work because it needs more time to think than other skills. To improve students' ability in mastering English, writing skill should be done everytime. 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, teachers not only teach grammar, vocabularies, 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. From those kinds of problem, teachers should find some ways out how to make students' writing ability better than before. Some researchers 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 in knowing well about the materials.

Departing from this problem, this research investigates the use of video as a media to improve students' writing of procedural text. As stated by Harmer (2001), one of the techniques to teach writing is by using *video*. Harmer says that students can get ideas in writing by watching *video*. Suhartini (2010) says on the research that film trailer can be effective in teaching writing narrative texts. Moreover, Nurmillah (2010) says that the use of fairy-tale movie is effective and can promote students' motivations in learning writing skills. In relation with this research, Derewianka (2004) states that procedural text is an instructional text which tells us how something is accomplished through sequence of actions and steps. Procedural text is chosen as a test in this research because this kind of text is already familiar with people's daily life.

Therefore, this research is intended to improve students' writing skill of procedural text by using video. One of junior high school in Bandung was selected to be researched. In addition, the research was conducted to identity students' perception towards the use of video as a media to improve their ability to write procedural text.

1.2 Research Questions

In relation with the above phenomenon, there are several questions to be answered in this research, those are:

1. Is the use of *video* significantly effective to improve students' writing of procedural text?
2. What is the students' perception toward the use of *video* to improve their writing of procedural text?

1.3 Aims of the Research

In general, the purpose of the research is to investigate the improvement of students' writing of procedural text by using video. Specifically, this research is aimed at:

1. Finding out the effectiveness of using *video* to improve students' writing of procedural text.
2. Finding out students' perception toward the use of *video* to improve their writing of procedural text.

1.4 Clarification of the Terms

Here they are some clarification of the terms about the title to make clarified the problem of this research:

1. **Video** is the technique that was given to the students in the experimental group to see a difference between the control group and experimental group. In this research, the videos are documentary videos about how to make something.
2. **Writing** is a medium of communication that represents language through the inscription of signs and symbols. In this research, the writing is in the written form that be made by control group and experimental group while given the treatment.
3. **Procedural Text** is a text to describe how to make or doing something. In this research, the procedural text is about *how to make banana split, how to make sandwich, etc.*

1.5 Organization of the Paper

The organization of the paper is as follows:

Chapter I Introduction

In this chapter, there are explanations about Background, Research Questions, Aims of the Research and Organization of the Paper.

Chapter II Review of Related Literature

This chapter consists of teaching writing, *video*, procedural text, teaching writing of procedural text using video and related study of the research. These theories will be taken from experts and writers with related literature that used in this research.

Chapter III Research Methodology

This part shows the methodology that was in this research. It consists of research design, variables, research hypothesis, population and sample of the research, research instrument, data collection process, research procedures and data analysis.

Chapter IV Research Findings and Discussions

In this chapter, the analysis of the finding of the study is elaborated. In addition, the discussion is also addressed towards the finding.

Chapter V Conclusions and Suggestions

This chapter consists of conclusion of the study departing from the finding and discussions. Furthermore, suggestions are provided in this chapter.