

CHAPTER I INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Writing is one of four main skills in learning language besides reading, listening, and speaking. Kellog (2009:6) states that writing is a means of thinking, as well as language production, emerges only after a decade or so of writing experience. Writing has similarity with speaking; both are activities of language production. The difference between both activities is on the product of language. The product of writing activity is written language in form of a text or a passage.

Harmer (2003:86) states that writing is a process that what we write is often heavily influenced by constraints of genres than these elements has to be presented in learning activities. So, writing is a skill in which students have some difficulties when studying English due to some rules of writing itself. As the product of writing is written language, it includes mastery of grammar; it is different from spoken language that sometimes ignores grammar. Besides, in having writing activity, students need to understand about what kind of text (genre) that they focus on. There are some genres in English which make the students confuse about the differences between them. Usually the students only remember the genres and finally they will forget it because the students do not get experience about their materials.

In this study, kind of text (genre) which is focused on is news item text. Pardiyono (2007:245) states that news item text is a kind of text which gives some

information about newsworthy events of the day and other natural phenomena in an area; they can happen in regional area or in overseas. News item informs news worthy events of the day and other natural phenomena in the form of news.

Before deciding to focus on this research, the writer had an observation to make it sure that this research will be very useful; to make it sure that this research will give a solution for current problem that students have in learning English, especially in writing skill, specifically in writing a news item text.

Based on the writer's experience of observation in MAN 2 Model Medan and teacher's explanation about weakness of the students in writing, it was found that students of that school had some difficulties in writing an English text. The grade X – students have some errors in writing a news item text. The errors happened because they did not understand about the kind of text (genre). The phenomenon is seen in the table bellow.

Table 1.1 The mean of student's ability in writing taken from grade-X at MAN 2 MODEL MEDAN 2012-2013

Semester	Mean of students' ability in language skill			
	Reading	Speaking	Listening	Writing
I	70	70	65	65
II	75	70	70	70

Based on the data above, the writer found that the students' achievement in English especially in writing is still low. However, if students understand about the kind of text (genre), it will be easier for them to write a text correctly in terms of social function (communicative purpose) of the text, rhetorical structure (organization) of the text, and also language feature (grammar) of the text.

It was also found that students have a difficulty in writing a text, including a news item text, because they do not have any idea about a topic that they will write about. Facing this situation, the writer tried to use a media that could help them to get some ideas in writing a news item text. The media used in the observation was video.

Video is widely available as a resource of language teaching. Fisher and Frey (2011) state that videos are used to transport students to locations across the world and to demonstrate concepts that cannot otherwise be practically illustrated in the classroom, and they are thought to provide more motivation and interest to students in learning a language.

The statement above is really related to this study. Video will make a process of learning a language more interesting for students because a video presents materials in audio, visual, or even audio-visual effect. Video also gives students more motivation in learning a language by providing them some background information that activates prior knowledge and schemata, which are essential in stimulating subsequent writing activity in the classroom. By watching a video, it will help students to get some ideas to write.

Based on the writer's experience of observation, the students were helped by the existence of video as a media and a source that can motivate them and provide some prior knowledge. When the students have a prior knowledge and get some ideas, it will be easier for them to write a text. In the observation, students were divided into some groups, and then they watched a 'silent' video. The video did not sound, but it worked visually. The video contained of some news which happened in some countries in the world. After watching the 'silent' video, the students were asked to write down a text based on the visualization of the video that they watched. Previously, they had been taught about news item; the social function of a news item, the rhetorical structure of news item, and the language feature of news item. Finally, they wrote down a news item based on the video that they watched.

According to Harmer (2007:20) states that teacher's method in teaching could be intrinsic motivation which motivates the students to learn. Therefore, it is important for teachers to gain some knowledge. A teacher has a responsibility to maximize students' achievement by using some media which are needed in the teaching and learning process, because media is a set of tools which can support students to reach the goal of a learning process. Because of the importance role of a media, teachers should be able to select an appropriate media for some specific skills; for example what kind of media that will be suitable for supporting students' achievement on writing, specifically news item text.

In this observation, the media used was 'silent' video; that is a video which did not sound; it just worked visually. This 'silent' video is suitable to be used as

a media of language learning on writing skill. If there is a sound such a conversation in the video, it will not be suitable for writing skill; it will be listening skill. Watching video in the class is always enjoyable for the students and it can motivate students to study seriously since the students are interested by watching a video.

B. THE PROBLEM OF THE STUDY

Based on the background above, the problem of study is formulated as follow.

“How to apply video to improve the students’ ability in writing news item text?”

C. THE SCOPE OF THE STUDY

There are many learning activities that can be conducted by using video. In this study, it is limited only on the students’ ability in writing a news item after watching a video in grade X at MAN 2 MODEL MEDAN.

D. THE OBJECTIVE OF THE STUDY

The objective of study is to investigate the improvement of student’s

achievement in writing news item text by using video.

E. THE SIGNIFICANCE OF THE STUDY

The findings of this research are expected useful to have both theoretical and practical importance in writing as a process and product, specifically the framework of writing.

- 1) Theoretically, the finding of the study is expected to master the theories of writing.
- 2) Practically, the finding of the study is expected useful for.
 - a. Writer; by having this research, the writer can investigate the improvement of students' achievement on writing news item text by using video as a media.
 - b. Teacher; through this research, teacher can find the effect of using video as a media in language teaching to improve students' achievement, specifically on writing news item text.
 - c. Students; through this research, students can increase their motivation and mastery of writing news item text by using video as a media.
 - d. Others; this research can give them some data, sources about improving students' achievement on writing news item text.