

CHAPTER I INTRODUCTION

A. Background of the Study

Language plays an important role in human's daily life. Nobody around the world can be separated from language. There will be no communication without any language. People talk, send a message and even do business by using language. From a number of languages exist around the world, it is English that becomes one of the most important languages to be learnt. Besides, it is internationally used, English is one of main requirements for people both in academic and occupational purpose.

English is the first foreign language taught in Indonesia from Kindergarten up to University level. In learning English, there are four basic skills that should be mastered by students, namely listening, speaking, reading and writing. Even students in Indonesia have learned English since they were young, in fact there are still many students find difficulty in using English especially in written form. Writing is one of productive skills should be well-mastered by students. Through writing, it is expected that students are able to express their ideas, thoughts and opinions to the reader.

The syllabus of English for X year students demands students to master some kinds of genre in writing, they are: recount, narrative, descriptive and explanation text. From those four kinds of genre, this study focuses on descriptive text. Descriptive text is a text which is used to describe a particular person, place and

thing. Knapp and Watkins (2005:100) state that descriptive text is a genre of describing which orders things into various ways of knowing. First, it generally names the thing, then classifies it and deals with its attributes, behaviors, functions and so on.

Based on the writer's experience in Teaching Practice Program (PPL) in Senior High School, it is found that most of students were lack in writing skill, especially in writing descriptive text. They did not enjoy writing at all. Most students found that writing is complex and complicated because they must pay attention to several items, such as ideas, vocabulary, grammar and the organizational of the text itself. In short, students were not able to express their ideas because they did not know what grammar that they should use, which words are the most appropriate and how to arrange them into good sentences and paragraph.

Considering the condition above, the writer offers to use video as a media in teaching to overcome the problems. This media is chosen in order to increase the students' motivation in writing because it has a close connection to their real life. In order to be able to write a descriptive text which aims to produce a clear description of a particular person, place or thing, the writer offers to use video to help them gaining some ideas by watching it. Through video, the students' senses are involved. They can see the motion pictures in the video that will be helpful for them creating a descriptive text which aims to show rather than tell the readers what something or someone looks, so that the readers can have a picture in their

mind about subject being described. As stated by Harmer (2003: 282) that by using video in classroom, most students show an increased level of interest when they have a chance to see such things as valuable meaning clues.

The previous research done by Kuntum which titled “Using an Infotainment Video as a Medium in Teaching Writing of a Discussion Text at Senior High Schools” found that video was helpful for students in writing. The video was both simple and close to the students’ real life. The students enjoyed their learning activity by watching the video. Since the video chosen in an infotainment video which mostly told about celebrities’ lives that are often idolized by students encouraged them in writing.

The use of video was also conducted in a research done by Febri (2013) on the first grade of Junior High School. It was found that the students’ score progressed. It means that there was an improvement on the students’ achievement in writing procedure text by using video as the media in the teaching and learning activity.

This study is intended to improve students’ ability in writing a descriptive text. So, it is expected that by choosing an interesting media such as a video can motivate and develop their ability in writing.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as follows:

“Is there any significant effect of using video on students’ achievement in writing a descriptive text?”

C. The Scope of the Study

In order to give the best result, the scope of the study is limited on investigating the students' achievement of X grade students of SMA Negeri 2 Pematangsiantar in writing descriptive text through video.

D. The Objective of the Study

The objective of the study is to find out if there is a significant effect of using video on students' achievement in writing a descriptive text.

E. The Significance of the Study

The results of the study are expected to be useful both theoretically and practically for:

1. The students who want to improve their ability in writing descriptive text through video.
2. English teachers who consider the implementation of video as a media to improve their students' achievement in writing descriptive text.
3. Other researchers who are interested in using video to conduct further research with different participants.