

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language has a very important role in human activities to communicate with other people. It is used to express their feelings, purposes, ideas, even in spoken or written way. There are many languages all over the world and one of them is English. English as an international language has been commonly used not only in speaking but also in writing. In Indonesia, English has been taught from elementary school up to University level. But actually, there are still many people who are not able to write in English well.

In learning English as a foreign language the four language skills must be well-mastered by students. All of these language skills are very important to everyone especially for students to become fluent in English. Writing is one of the four language skills that plays a very important role in the second language learning. Harmer (2004:79) states that writing as a skill by far the most important reason for teaching writing, of course, that is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writings special conventions (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately. There is no more time to think, to reflect, to prepare, to rehearse, to make mistakes, and to

find alternatives. The descriptive is a type of written text, which has the specific function to give description about an object (human or non human).

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. Sharples (1999) actually states that, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing was a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing. In, addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters, and important information in a company's product.

Based on the writer's experience of observation in SMP NEGERI 4 STABAT and the teacher's explanation about the weakness of students in writing, it was found that many students could not write properly. It has been known that writing is the most difficult skill in the learning process of English writing.

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report,

explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

In Indonesia, writing English is considered as the most important part to be learned by the students in school. As state on Curriculum 2006, the Educational Unit Curriculum, that student of Junior High School are expected to communicate in spoken and written language in simple form. It means that students must be able to write any kind of genre. One of them is Descriptive text. According to Nurhadiyah (2008) , As one of the difficult language skills, some students also do not like writing and the result in the ability of students in expressing ideas, thoughts and feelings in writing is very alarming.

Harmer (2003:282) states that video can add a special, extra dimension to the learning experience : First, seeing language-in-use : one of the main advantages of video is that students do not just hear language, they see too. This greatly aids comprehension, since for example; general meaning and moods are often convey through expression, gesture and other visual clues. Second, cross cultural awareness : video unique allows students a look at situations far beyond their classroom. Third, the power of creation : when the students use video cameras themselves they are given the potential to create something memorable and enjoyable. And last motivation, for all of the reason so far mentioned, the students show an increased level of interest when they have a chance to see language in use as well as hear it. Ultimately, difficulties constructing well-designed, grammatically correct sentences may make the material that the students wrote became more difficult for others to write.

The researcher also found this condition based on the research in SMP Negeri 4 Stabat. It was shown that almost a half student from each class still of score under 75 in writing any kind genre of writing. The students of many difficulties in grammar, word choice and still weak in using punctuation and capitalization. The problem was that the students wrote paragraph which was not relevant to the topic given. In the class, the teacher use teaching media is picture on flashcard.

To moderate such problems above, teacher as a fasilitator should find out the solution to help students in their effort to be able to write a constructive writing. Changing the way of teaching done by teacher is the solution. But the teacher may be able to figure out which better teaching technique should be applied to solve the problem because there are so many options available to be applied. One of an instructional technique that provides direct practice with sentence constructional skills, called, using video is good to be chosen to solve such problems faced by the students. Video invites students to build their confidence, especially in descriptive text, the video helps students to improve writing achievement.

Based on the explanation above, it was decided to conduct a research about the applying using video on students achivement in writing descriptive text.

B. The Problem of The Study

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

“What is the effect of using video on students achievement in writing descriptive text?”.

C. The Objective of the Study

In relation to the problem mention previously, the objective of the study was to find out the effect of video on students achievement in writing descriptive text.

D. The Scope of the Study

There were so many media that can be applied in the teaching English. Media is effective to be applied in teaching English since it can give much information which can motivate students to master some language skills and one of those skills is writing. In line with the application of media in teaching English, this study was focused on the use of video in teaching writing a descriptive text.

E. Significance of the Study

The finding of the study was expected to have both theoretical and practical importance in writing as a process and product especially the framework of writing.

1. Theoretically

- a. English teacher, as the source to students' achievements in writing Descriptive Text
- b. English learner, to their writing skills, specifically in writing descriptive text and to enlarge their knowledge about using video.

2. Practically

- a. English learners to improve their achievement writing descriptive text by using video.
- b. English teachers to apply this teaching technique to improve their students' achievement in writing descriptive text.
- c. Other researchers to increase and update their knowledge about how to improve writing skill and as the reference for further study related to this research.