

CHAPTER I INTRODUCTION

A. The Background of the Study

Systemic Functional Linguistics has been developed for around half a century now, in an ever-growing number of contexts around the world. For a long time, English dominated as the ‘metalanguage’ in which Systemic Functional Linguistics (SFL) was constructed in speech and writing (Matthiessen *et.*, 2010: xi). Like scientists in general, systemic functional linguists can thus be instance observers or system observers; but while observing instances is in a sense similar to what we do as speakers when we engage with texts (speaking, listening; writing, reading), observing the system always involves taking a step back, as it were, in order to be able to take in a huge enough volume of texts to make reasonably reliable generalizations about the system (Halliday in Matthiessen *et al.*, 2010:123).

In line with that, writing is one of important mediums to express ourselves to communicate, and find meaning. The needs of writing increasingly enhances by existence of development of recent media of mass communication. Therefore, applying, practicing, and studying about writing remain to be important part of school curriculum and become central part in English.

As contained in senior high school curriculum of 2013. Study of writing skill is addressed to attainment of student in ability to express various meaning correctly through steps in writing a text about a topic related to real experience or daily activity by using variety of written language. In the curriculum recount text is one

of the text genres that should be achieved by the students in tenth grader. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. In other words recount is an activity of retelling story about experiences in the past in sequent.

In fact, based on the preliminary observation was done by writer in SMA Panca Budi Medan on X grader in May 20th, 2014. The English Teacher (NH) states that there are many students could not achieve 76 points as the minimal completeness criterion (KKM), especially in writing recount text. Then in number of 84% or 21 students could not achieve 76 points of the KKM. Surprisingly, only 16% or 4 students could achieve the minimum completeness criterion.

Based on this finding, writer concludes that students' achievement in English writing of personal recount is still below the minimal completeness criterion. So it means that the students have no competence to write a personal recount text yet. Based on this preliminary observation the writer can conclude as follow. First, Students are difficult to find idea to be written, second, difficult to make a suitable sentence to start writing, and third, students are tend to write less complete grammar.

In addition, based on the writer's experience in Integrated Teaching Practice Program (PPL) in 2013 in SMP Negeri 1 Sei Rampah, the writer faced the similar condition. The writer found that there are many factors that make students have problem in learning writing skill. The students are lack of ideas, vocabulary, and grammar.

Actually, there are many types of media which can be used as teaching and learning instrument such as pictures, diagram, chart, map, flashcard, slides, poster, video, and so on. But, a teacher also should be able to choose the suitable one especially in teaching recount texts.

Using media in teaching process is already common in educating students. There are several studies use similar teaching media. But its difference is in the writer's custom and background. Lubis (2013) conducted a study about how to improve students' speaking achievement in reporting procedure text by using video. She proved that using video significantly improved the students' speaking achievement. In line with that study, Khasanah (2013) researched the effectiveness of Charlie Chaplin video as a medium to teach writing narrative text. As we know, Charlie Chaplin video is a video without any subtitle, narration or dialogue. So, it is similar to undubbed video. Simultaneously, it can improve student achievement in writing by guessing and arranging their original sentences. So, the students cannot cheat any words from the video. Different from the two studies above, Seago in Brophy (2004) conducted a very interesting study about using video as an object inquiry for mathematics teaching and learning. In this study he inquired how a teaching media like video can effectively work in mathematics teaching and learning process. He investigated that delivering the material in class by using video can help students understand the topic easily. He also provides tips and trick how to use video in the mathematics class. It can be concluded that video is not only helpful for mathematics class but also others, for

instance English class. It means video is effective teaching media to help student get the material easily.

From the relevant studies above, the writer told that his study is different from the studies above because in this study the writer used a teaching media by modifying the conventional video become an undubbed video was applied on teaching writing recount text. The writer also made some recounting story videos that have been undubbed to be used in the class. However, those previous studies gave some contributes to this study. It supported the writer to vary the aspects or problems investigated in order to bring the new finding.

Concerning on the explanation above an appropriate media is needed to deliver the lesson to the students well. In this study the writer used undubbed video as an effective media of teaching recount text to the students. This undubbed video as a teaching media is more excellent than conventional video as teaching media. In this case undubbed video is a video without narration, subtitle, or dubbing. So, automatically it stimulated students mind to imagine the story at the same time creating their original sentences without imitating any words in video and finishing the recount text writing well.

Thus, this study is designed to identify the effect of undubbed video on students' achievement in writing recount text. However, the evidences on its effectiveness need to be found, especially in the context of teaching writing achievement. The research needs to be conducted to obtain such evidences.

B. The Problem of Study

Based on the background of study above, so the research problem can be formulated as follows:

“Does the use of undubbed video significantly affect the students’ achievement in writing recount text?”

C. The Scope of Study

The research focuses its study on the use of undubbed video on students’ achievement in writing recount text. In this case, the writer limits only in writing personal recount text. Technically, personal recount type was chosen by the writer not only intended to improve students’ writing in recount text but also as a medium of self-expression of students to make student become more responsive in understanding about the recount text writing.

D. The Objective of the Study

The objective of this study is to know the effect of undubbed video on the students’ achievement in writing recount text.

E. The Significance of the Study

The findings of this study is expected to be theoretically and practically give benefit or helpfulness, especially to apply the undubbed video as media of recount text teaching. Then, generally this study is also expected has two benefits both theoretically and practically.

1. Theoretical benefits

Theoretically, this research finding is expected to be useful to enlarge the theory of education and teaching, mainly for English learning in schools. So

that can add the knowledge which is useful for everyone. Especially in developing the ability and creativity in conducting the teaching and learning for English subject.

2. Pratical benefits

a. Practically

- 1) For English teacher, this research finding can be used as knowledge and skill to construct program of English learning in school.
- 2) For students, this research practically helps the student to produce a good recount paragraph that is stimulated by undubbed video and motivated the students to have a better achievement in writing recount text.
- 3) For next researcher, this research can be used as initial experience in conducting a similar research widely.
- 4) For institution, this research finding is expected to give contribution in impelementing the undubbed video as a media of teaching for english subject.