CHAPTER I

INTRODUCTION

A. The Background of the Study

English is the international language that is used by people in the world. English is the foreign language or second language in every country. There are four major skills in English. They are listening, speaking, reading and writing. The four skills must be mastered by the students because the four skills is related each other. But the researcher only discusses writing skill.

Writing skill is one of skills in English. Writing is a productive or active skill. According to Nunan (2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. So, writing is the activity to produce words from our mind into sentences and paragraphs and involves vocabulary and structure. Writing is also an important skill for students because writing is the activity to tell what the students think in their mind in written words. And to do that all students needed good memory and imagination in writing descriptive text. Because of that the teachers should be more interesting in learning process.

And as we had already known that at this time, teaching and learning process, there should be interesting innovations. The learning process was no longer focused on one teacher who only use the lecture method which resulted in students getting bored in class. This less attractive learning tendency was a natural thing experienced by teachers who did not understand the needs of these students

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both in terms of characteristics and in the development of knowledge. And especially in this research, the researcher took descriptive text learning, with conventional media tending to be boring, less interactive and communicative in transferring knowledge as a result of reducing students' motivation to learn in the learning process. In this case the role of a teacher as a science developer is very large to select and carry out appropriate and efficient learning for students, not just conventional-based learning. In this case, the researcher analyzed that video as a medium learning. Video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of video experiences in addition to spoken language (Richard and Renandya:2002)

In learning activity, according to Stempleski & Tomalin (1990) the use of video can provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities. According to Dupuy (2001:10) video can be used to motivate students to learn essential writing skill. According to Chau (2003:2) the use of video can make language more accessible for students by making it easier to integrate and contextualize writing activities. Based on the definition above, video can be used to motivate the students to learn writing and make the students easier to learn writing in teaching and learning process.

Finally, after revealing that issues, the researcher conducted an observation in SMA Negeri 1 Stabat. Based on the observation, the teacher admitted the use of video in teaching writing of descriptive text can help the learning that can be seen in the following below:

R : What do you think of video as a media in teaching?

T : *Video is a good media in teaching, it can make it easier for students to remember learning material and make students more interested in learning and also motivates students to think actively and creatively.*

R : Do you see, any kind of benefits of using video in teaching writing of descriptive text?

T : *Yes, I do. Video can motivates the students in learning process by watching the video, the students can be active more in the class and make them easier to remember all the explanation by the events of the video.*

Based on the data above, the use of video could give the motivation more attractive learning, efficient learning for students, and thus students were more enjoyable in learning.

Furthermore, the teachers claimed that most of the students couldn't mastery the material in good enough. While the goal of teaching and learning is making students understand to the topic given by the teachers. If the teachers used only conventional based learning, it could be monotonous and bored. Especially in this case, the researcher only focused on the genre was descriptive text. When the students did not grasp the materials given by the teacher, it would then bring the failure to the teacher. One of the impacts of using only conventional based learning who are poor of vocabulary in English was students make noisy in the classroom.

Therefore, the researcher intends to know whether or not video in teaching writing practice is used and thus, she is interested in conducting a research which focuses on the use of video in teaching writing descriptive text.

B. The Problems of the Study

In relation to the background of the study, the problem of this study can be stated as follow:

1. How do the English teachers use video in teaching the writing of descriptive text?

2. Why do the English teachers use video for teaching writing descriptive text in the way they do?

C. The Objectives of the Study

The objectives of the study are:

1. To describe the use of video in teaching writing descriptive text at SMA Negeri 1 Stabat.

2. To investigate the reasons why the English teachers use video for teaching writing descriptive text.

D. The Scope of the Study

This study is limited to do the analysis of using video in teaching writing descriptive text for tenth grade.

E. The Significances of the Study

Based on the study concerned the use of video in teaching writing of descriptive text for tenth grade students, the finding of the study are expected to give benefits:

1. Theoretically

   To give information to the reader that how video is useful in teaching writing descriptive text especially for the school.

2. Practically

   The findings become reference for the English teachers in their attempts to increase students' learning process and also it can be taken into consideration to implement the media in teaching and learning process.