

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Writing is one of the four language skills that is very important and should be mastered by the students. Writing is an alternative way to carry out communication, for example; students can share their knowledge to others and also express their ideas in writing. Brown (2001:339) states that writing is a way of life. Writing helps you think and learn, enhances your chances of success, contributes to your personal development, and strengthens your relationships with other people (Axelrod and Coopers, 2012:1).

According to Meyers (2005:2) writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper, or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph in the text contextually. Therefore, teaching writing should focus on writing process that is the students' attention is directed to the how of the text construction.

According to curriculum 2013 teaching writing is done in senior high school. In Indonesia, senior high school is divided into two, they are general high school and vocational high school. Students of senior high school are expected to be able to write some different genre texts, they are narrative, recount, descriptive,

report, news item, procedure and exposition text. Procedure text, that is a text which explains how to make something or how to do something (Hyland, 2008:v) is taught in the eleventh and twelfth grade. Procedure text has generic structure namely goal, materials, and steps. These generic structures will help the students to write the target, explain the materials and tools, and sequences of step to achieve the goal.

However, writing is generally considered as the most difficult than among language skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing (Javed et al, 2013:130). Natalia (2010) found that 40% of students in SMA RK Deli Murni Deli Tua got difficulties in writing. Another is the research conducted by Susianti at SMA Swasta Dharma Pancasila Medan. She found that learning writing is still a problem in that school. Based on the test given by her, there was only one student from 42 students (2.3% of the students) who got score up to the Kriteria Ketuntasan Minimum (KKM) of English subject in that school that is 75. Many students still got scores under the standard.

Moreover, the writer also found that many students faced problems in writing a text when the writer did Field Practice Program (*Program Pengalaman Lapangan*) in Private Vocational High School (*Sekolah Menengah Kejuruan Swasta*) Amir Hamzah Batu Bara. When the writer asked the students to write, the students spent long time think what they should write and did not have enough vocabulary to convey their ideas. As a result, the students' writing score is low because their writing was often remain unfinished.

In relation to this, the writer conducted a preliminary observation in SMK Negeri 2 Doloksanggul. She asked for the list of students' score of second grade of TKJ1 in writing procedure text. Many students did not pass KKM (Kriteria Ketuntasan Minimal) applied by the school in English subject that is 75. The students' average score is 66,81. There are only 5 of 32 students who pass the KKM of the school and the data can be seen in the table below.

**Table 1.1 List of Students' Score Who Pass the KKM**

Students' Initial	Students' Score
ASB	86
ASM	80
CS	80
DS	86
RLB	83

Based on the writer's observation and interview in the school, she concluded that the low achievement in writing is caused by some factors from both students and teacher. The first problem comes from the students themselves. They had no motivation in learning English and thus consider English especially writing is not interesting and difficult. They also got problem in developing or elaborating their ideas because they did not have enough knowledge and vocabulary to support their ideas about the topic. The second problem comes from the teacher. Sometimes, the teacher tends to focus on finishing the material without considering appropriate media and strategy. When a teacher does such mistake, the teaching goal will not be achieved as it is planned.

Considering the situation above the writer is interested in solving the students' problems in writing procedure text by using media that is video. Since it

is widely accepted that students' motivation is a key element within the learning process (Bravo et al, 2005:1). The writer is concerned about using video to increase students' motivation in learning. Cruse (2010:2) explains that among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds found that students learn more when TV or video is used, and close to 70% find that students' motivation increases. Additionally, Sherman (2003) says that video is today's medium and, as a matter of fact, people spend more time with audio-visual than with printed material. Videos also give access to things, places, people's behaviour, and events. Authentic material usually proves to be particularly motivating as people find it interesting to understand real things (Oddone, 2011:105).

Procedure text becomes the focus of this study since the subject of this research is the students of computer and networking major, and everything they do with their computer is related to procedure text that is 'how to do'.

The video used as media of learning in this study is tutorial video how to assemble a ready-to-use personal computer that later will be called PCATV. PCATV which stands for Personal Computer Assembling Tutorial Video shows step by step in assembling a personal computer whether it is computer, laptop or notebook. This video is usually used to teach students of computer and networking major. They are familiar with this kind of video. Using this video as media in teaching writing procedure text will be very useful because tutorial video and procedure text have the same purpose, that is to show how to make or do something in sequence of steps or actions.

## **B. The Problem of the Study**

In accordance with the background of the study above, the problem of the study can be formulated as follows: “Does PCATV significantly affect students’ achievement in writing procedure text?”

## **C. The Objective of the Study**

This study was intended to find out whether PCATV affects students’ achievement in writing procedure text.

## **D. The Scope of the Study**

There are five fundamental genre of school writing, those are describing, explaining, instructing, arguing and narrating Knapp and Watkins (2005:7). This research was basically limited to writing instructing genre or procedure text which explains how to make or get something done. This research focuses on the using of PCATV on students’ writing procedure text.

## **E. The Significances of the Study**

The study is expected to have both theoretical and practical perspectives:

1. Theoretical perspectives
  - a. The result of the research will be useful to improve the teaching learning process; not only for procedure text material but also the other materials.

- b. The result of this research can be used as reference for those who want to conduct a research about writing procedure text.

2. Practical perspectives

- a. For the teachers

The writer hopes that this research will be inspiring for English teacher to develop the teaching learning process; not only in teaching writing but also other skills

- b. For the students

This study is also expected to encourage the students to develop their writing achievement, especially in writing procedure text by using video tutorial.