

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In learning English, students will recognize language skills and language elements. Language skills include listening, speaking, reading, and writing. While the language elements are vocabulary, grammar and pronunciation.

The learning of the four skills in English, including writing needs to be enriched. It is reasonable because students should have a qualified ability of writing to face the world nowadays. Thus, to have a good skill in writing students must practice writing again and again.

Based on the writers' observation during the field familiarization program, sometimes the teaching of writing was done in a common way. Some of the tasks given to students were similar to the ones provided in the textbook. The teachers only used white board in doing the writing activity.

The writer found some problems when she did the field familiarization program at SMA Negeri 5 Kupang. In reality, students were difficult to make sentences when they were asked to write. Some students used google translation as a media in translating sentences from Indonesian into English. Consequently, their sentences are mostly ungrammatical. The second one is they sometimes took sentences from other sources such as from books written in English. This happened when the writer asked them to write some English sentences. The third one is students understood the instructions given by the teacher but they lacked of knowledge or competence to write. Therefore, they produced sentences even

though the sentences often didn't have correlation to the body of the writing. Indeed, students often faced problems in grammar and vocabulary. In her experience, the teaching of writing through mechanical exercises, for instance fill the gapping paragraph do not attract students to get involved.

The teaching of writing can be done by using media that can motivate and help them understand the materials. Anderson (1987) states that cognitive and affective learning processes need to have moves, color, sounds stimulus, and interactions with other things. It can be said that moves, color, sounds stimulus present in a media are able to arouse students' motivation in learning English.

There are many media which can be used in teaching English. As a teacher who is demanded to create interesting or lively classroom environment, the teaching of writing can be done by using media such as audio, visual, and audiovisual. Smaldino, Lowter, and Russel (2008: 6) classify media into six categories: Text, Audio, Visual, Audiovisual / Video, Manipulatives, and People. Video is one of the media that can be used in teaching writing because unification of visualization, audio and moves can present objects, events and places. Indeed, it illustrates material which are learnt by students. Harmer (2001: 282) gives some reasons why the use of videos (movies) is needed in the teaching and learning process. He states that the use of videos (movies) can add a special or extra dimension to the learning experiences. Students experience "language-in-use". The students do not just hear language, but they see it too. The second one is cross cultural awareness; it allows students look at far beyond their classrooms. Another reason why teacher should use video as media in writing class is the power of creation; students are given the potential to create something memorable and enjoyable.

During conducting the field familiarization program at SMA Negeri 5 Kupang the writer ever taught students by using video. At that time, she found that students were enthusiastic to participate. They became more active to join the class. The writer took selected video about advertisement. She also provided video of speech contest. When the video was on different atmosphere appeared in the class.

Nowdays our everyday life serves many oppurtunities in creating lively classroom enviroment and effective lessson and activities. Teachers do not necessarily spend much money to have an effective lesson. They can use video as a media in delivering the materials, including to improve students' writing ability.

Therefore, the writer is interested in doing a study under the title: **“The Effectiveness of Using Video in Improving Writing Achievement of the Tenth Grade Students of SMA Negeri 5 Kupang in the School Year 2014/2015”**.

1.2. Statement of the Problems

Statement of the problems are formulated as follows:

1. Is using video effective for teaching writing to the tenth grade students of SMA Negeri 5 Kupang in the school year 2014/2015?
2. To what degree is the effectiveness of using video in teaching writing to the tenth grade students of SMA Negeri 5 Kupang in the school year 2014/2015?

1.3. Objectives of the Study

Based on the problems stated above, the objectives of the study are as follows:

1. To show the effectiveness of using video for teaching writing to the tenth grade students of SMA Negeri 5 Kupang in the school year 2014/2015.
2. To show the degree of effectiveness of using video in teaching writing to the tenth grade students of SMA Negeri 5 Kupang in the school year 2014/2015.

1.4. Significance of the Study

This study is expected to provide some valuable contributions for the teacher of the researched school, the writer herself, the students and the readers.

1. For the Teacher of the Researched School

The writer hope that this material will be helpfull for the teachers in researched shcool in conducting the teaching of writing skill. In addition, it is expected that the using of video can help teachers to create interesting classroom activity and moreover to improve students motivation and interest in learning writing skill.

2. For the Writer

By doing this study the writer can implement her knowledge which is gotten during the process of teaching and learning at Widya Mandira Catholik University Kupang. It is a chance for the writer in order to know the using of video in the teaching of writing.

3. For the Students

This research can be used to improve the English students' achivement in writing.

4. For the Readers

This study will provide some information to enrich the readers' knowledge especially about teaching using video.

1.5. Scope and Limitation

This study is about teaching writing using video at the tenth grade students of SMA Negeri 5 Kupang in the school year 2014/2015. There are kinds of audiovisual such as movie, DVDs and video that can be used in teaching writing, but the writer will focus her study on selected video in her teaching.

There are kinds of text that students might produce such as procedural text, narrative text, argumentative text and so on. In this study the writer will limit herself to use descriptive text specifically about describing person. Anderson (1990:91) offers some components that should be considered in measuring students correct sentences in their writing. The writer will choose grammar, vocabulary, and form to measure students' writings.

1.6. Definition of Terms

This study involves a number of specific terms. The terms are defined as follows:

1. Effectiveness

Effectiveness is the capability of producing the result that is wanted or intended. When something is deemed effective it means it has an intended or expected outcome or produce a deep, vivid impression (Bull, Victoria 2008:143). In this sense, the writer means effectiveness as an act of producing the result of using video in improving students' writings achievement.

2. Writing

Writing is a process of forming or constructing ideas into good forms correctly so readers can understand what the writer wants to write about. Furthermore,

Richard and Long (1987) define writing as the process of discovering meaning, they underline writing as, the process of exploring one's thoughts and learning from the act of writing itself what those thoughts are. In this study, writing means a process of producing ideas or thought into written form.

3. Video

Video is electronic medium for the recording, moving pictures and sound that is recorded using a video recorder (Bull, Victoria 2008:493). In this study the writer will use video as media in teaching writing.

4. SMA Negeri 5 Kupang

SMA Negeri 5 Kupang is a public Senior High School which is located at Thamrin street no.7 Oebobo, Kupang.