

CHAPTER 1

INTRODUCTION

This chapter presents an overview of the research which consists of background, research questions, research purposes, significances of the research, rationale, hypothesis and previous research.

A. BACKGROUND

English as a foreign language (EFL) consists of four skills. These are reading, writing, listening and speaking. For EFL learners', writing is considered difficult because it needs more time to think than other skills (Harmer, 2001). Before starting to write, it needs to think hard, and also before the writing converted to the argument sentences, it is needed to read more books or sources. According to Nunan (2003), Writing is one of the productive skills that allow people to communicate in a written form which involves the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly.

Based on the researcher observation in one of Junior High Schools in Bandung, most of the students still haven't mastered writing skill, and they still get less comprehension to enrich the idea in writing. They got some difficulties and challenges that may be faced by students while learning writing skills. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text (Richards & Renandya, 2002). It is because the students rarely open the dictionary. However, ninth grade students of MTs Negeri Kota Cimahi, they still do not understand about procedure text and find difficulties in writing procedure text. According to the English teacher, there are several problems that the students face while writing in the classroom. Firstly the students are generally confused by what they want to write since they have limited vocabulary. Secondly, the students have difficulty in constructing the ideas to write procedure text which consists of

goal, materials and steps. Besides that, in students' writing there are many errors in grammar and spelling. Then, the students get bored in learning English, because they are not interested what teachers give and are still passive in the classroom. Thus, from those kinds of problem, a way that makes the students interested in writing has to be develop. One way that can help the students to be more interested in writing is providing suitable writing materials and learning media as well as using appropriate method of teaching. Teachers should find some ways how to provide students' writing get better than before. Some researchers use media as a technique to make that problem solved. Permono (2010) viewed that students actually can write by training their ability and quality. However, media will make students interested in knowing well about the material because students need an interesting media to support themselves to make those quality and writing's ability to be better.

In the teaching and learning process, the teacher needs media to convey the material easily. One of the media is video. According to Harmer (2001), students can get ideas in writing by watching the video. It is one of the techniques to teach writing by using video. Harmer (2003: 290) argued that video can enhance simulations, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because the presence of a video helps students feel more realistic. The video is one of the media that can be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. It can give more detailed information about the object in the content. It could give imagination about the content of the video that is related to the materials. The students watched the video while they paid attention to the scene and they know what contains in the video. They could see the action and hear the language from the video so they could write down based on what they have seen and heard into the paper.

In this research, the researcher used a media to teach and deliver the material of procedure text, so the researcher wants to justify the effect of using video in teaching procedure text writing is an effective or not than used textbook. Therefore, this research entitled: Exploring Students' Writing Procedural Text Through Tutorial Video Activity (A Quasi-Experimental Study at ninth Grade Students of MTs Negeri Kota Cimahi).

B. RESEARCH QUESTIONS

From the description above, this study is intended to answer the three following research questions:

1. What is the result of students' writing skills in a procedural text through tutorial video?
2. What is the result of students' writing skills in a procedural text through conventional technique with whiteboard and textbooks?
3. What is the significant difference between students' writing achievement taught by implementing tutorial video and by using the conventional technique with whiteboard and textbooks?

C. RESEARCH PURPOSES

Based on the questions formulated above, the purposes of the study are:

1. To explore the result of students' writing procedural text through tutorial video.
2. To explore the result of students' writing procedural text by using white board and textbooks.
3. To explore the significant difference between students' writing achievement taught by implementing tutorial video and by using the conventional technique with whiteboard and textbooks .

D. RESEARCH SIGNIFICANCES

This research is significant because the result of this study is expected to give both theoretical and practical importance as the following:

1. Theoretical

The finding of this research is expected to become a source of information about the way to improve the quality of teaching writing to the students using interesting strategy.

2. Practical

This research is to be given as contributions are:

a. For the students

Students may improve their writing by using Tutorial video in the class. Hopefully, the students would improve and develop their skill in writing by using this technique.

b. For the teachers

The teacher knows more whether using tutorial video can be applied to teach writing procedural text.

c. For the researcher

This study is expected to increase her awareness for using a strategy such as tutorial video to improve the students' writing skills in teaching and learning process.

d. For the next researcher

This study can be a source to conduct further research relevant to the problem in different kinds of texts.

E. RESEARCH FRAMEWORK

This section consists of some theories related to the present study. There are theories of writing, procedural text, and tutorial video.

1. Writing Skills

Writing is an activity to combine words to form meaningful messages that the researcher wants to express. Writing is categorized as a complex skill. It involves the process of thinking to invent ideas, thinking about how to express in good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003). Harmer (2001) argues, "Writing

needs hard work because it needs more time to think than other skills.” Based on the related theorist above, the researcher concludes that writing is the process of transferring ideas on paper became a statement and paragraph. Anyone can write something to improve their writing skill. Especially in write a procedure text. The students can develop ideas by writing a short paragraph about their lives.

2. Procedural Text

There are many types of text; procedural text is one of them. According to Anderson & Kathy (1998), a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in efficient, safe, and appropriate ways. Procedure text is already familiar with people’s daily life, for example in giving instructions to make something, in games rules, manual steps , in recipes, directions of destination, that is what saying of Derewianka (2004). The context consists of three parts; they are Title/goal, List of material and Steps /method/ procedures.

3. Video as a media

According to Harmer (2001) states that students can get ideas in writing by watching the video. Video as a media, it could facilitate classroom teaching. According to Sadiman (2002), medium is anything used to send message(s) from the sender(s) to the receiver(s), so it can stimulate pupils’ feeling, thought, and interest in order to gear their learn. The media are very important to help students learn new concepts of the skills and language competences. The researchers try to propose tutorial video as media to help and make students able to write a procedure text easily. Mayer (2001) cited in Cruse (2007) defines video as a form of multimedia which transfers information through two simultaneous sensory channels called auditory and visual and also presents the demonstrations on screen print and closed captioning. Whereas tutorial video is often defined as a method of transferring

knowledge through a sequence of instruction to complete a task. By using video in the classroom, there are several advantages. Harmer (2001) describes the benefits of using video as medium in the classroom; (a) Seeing language in use, where students not only hear the language but also can see the process. (b) Cross-cultural awareness, in which students can see the situation of the people across the video, i.e., what they wear, etc. (c) The power of creation, video gives the students potential to create something memorable and enjoyable since the task of given can provoke creativity and communicative uses of language. (d) Motivation, video can increase students' interest through its visual display.

4. Techniques of Tutorial Video in Teaching Writing Skills

According to Rice (1993: 26-30) suggests techniques in using video, they include:

1. Freeze Frame. The teacher presses the pause so that the picture will be frozen on screen. Teacher then asks the students to guess what the character will say or do. Then, compare the students' answer with what happens.
2. To use silence viewing. It is excellent for stimulating writing. Students want to communicate their interpretations of people and actions they have seen on the screen.
3. Vision off. Students listen to the sound and conversation and make prediction about what happens, who and where the people are in and what they are doing.
4. Jigsaw viewing. Half of the students go out of the room for few minutes. The remaining half of them watches the video with sound off. The students then switch places and the second group listens with the pictures off. Then they come back to share their information.

In teaching-learning process of writing, teachers are free to choose the suitable techniques of using video. In Freeze Frame, the teacher presses the pause so that the picture will be frozen on screen. Teacher then asks the students to guess what the character will say or do. Then, ask the students to make a paragraph based on the video and ask the students to compare the students' answer with what happens.

Stemplesky (1990:3-4) states about the importance of a moving picture component as a language teaching aid. First of all, video can increase motivation of the students. Video can present language more comprehensively than any other teaching medium. According McKinnon (2011),“Teaching Technologies: Teaching English Using Video.” Video is a valuable and possibly underused classroom tool as stated by her.

To implement tutorial video in improving students’ writing skill in procedural text, the researcher uses the scheme, as follows:

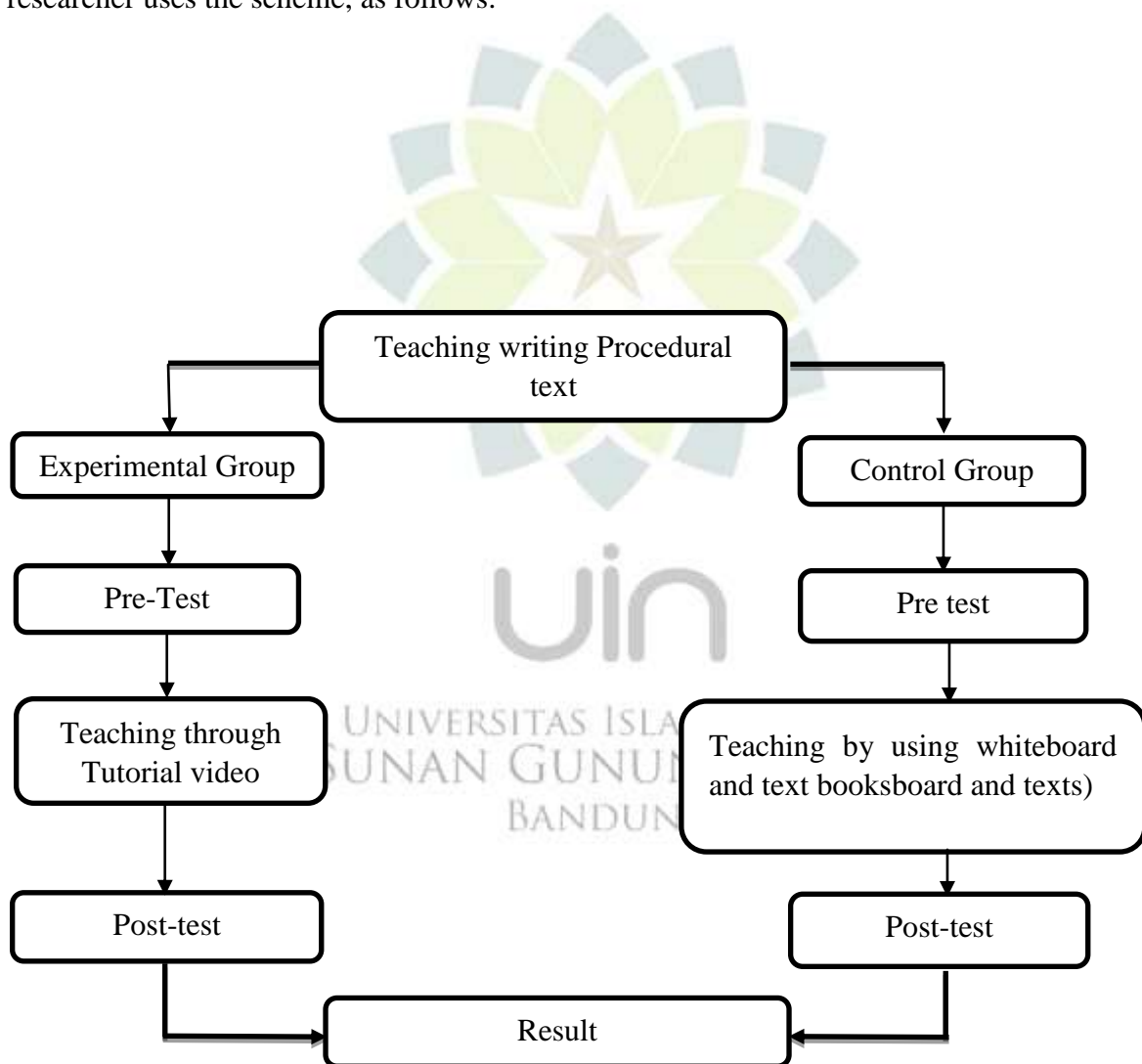


Figure 1.1 Frame of Research

Based on the scheme above, The researcher divides the classes into two. The first class is A class as the experimental class that is given treatment through Tutorial Video in teaching process. The second class is B as the control class that is given treatment by

conventional technique only. The researcher gives the pre-test in the experimental and control class. Then, the researcher gives post-test to recognize the final result after the class given by treatment and the class doesn't given that treatment. Finally, the researcher will get the result of experimental class and control class.

F. HYPOTHESIS

Hypotheses are statements in quantitative research in which the researcher makes an estimation or prediction about the result of the relationship among characteristics (Creswell, 2012) it means hypotheses will predict whether the research influences the outcome or not.

According to the statement above, the hypotheses of this study are as follow:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant difference of students' writing skill in procedural text through tutorial video rather than by using a conventional technique.
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant difference of students' writing skill in procedural text through tutorial video rather than by using a conventional technique.

G. PREVIOUS STUDIES

Tutorial video as a media had been applied by some researchers. There are five previous studies that are explained as follows:

a) Summary of five previous researches

The first research is conducted by Elva (2015) who investigated the students' writing skill in procedural text at ninth grade students. She used descriptive qualitative method to describe and obtain information concerning the current status to the phenomena of the students' writing skill in procedure text at the ninth grade. The numbers of population were 92 students consisting of 4 classes for each class was 23 students. Then used clustering random sampling technique to select the sample. This research did not used any media. The

data collected by using written test from students' scores in writing. Then She analyzed the data was helped by 3 raters. The result showed that the students' writing skill in procedure text was score 78,82 means the students skill in procedure text was in good category.

The second research is conducted by Muthmainnah (2015) who investigated in teaching strategy that is through pictures could improved ability in writing procedure text with 150 students which is consist of four classes (A,B,C,D). She used pre-experimental method with a pre-test and post-test. That research employs cluster sampling technique then chooses 40 students from class B. The result showed the highest student's score obtained from the pre-test is 70, classified as good score and the lowest score is 34, classified as very bad score writing skill without using picture of the tenth year students falls into the fair category mean score is 63.15. By implementing using picture strategy, teacher can increase students scores on test and their achievement that can improve ability in writing especially in procedure text.

The next research about writing procedure text that different technique by Nuria Ulfi in 2010. She investigated writing's ability used Realia that was applied in SMPN 18 Semarang. The aimed at finding the answer that to describe the use of realia in teaching writing procedure text and to describe the improvement of students ability in writing procedure text after they have taught using realia. The method of this study used a classroom action research. It was done through three cycles with different types of realia, subject, data collection, and analysis technique. In a test was took of their improvement in each cycle. The mean of students' writing score in the first cycle was 60.1, with the highest and the lowest score of 71 and 46. The mean of students' writing score in the second cycle was 65.3, with the highest and the lowest score of 74 and 57. The mean of students' writing score in the third cycle was 75.4 with the highest and the lowest score of 90 and 55. The result showed that students' ability was improved in each cycle after they were taught using realia. They were

better in their procedure text's writing. It was signed by their improvements of each writing component, i.e., content, organization, vocabulary, language use and mechanic.

The next research about students' writing skill through English web blog conducted by Akhid Lutfian in 2010. He investigated writing's ability used English web blog that was applied in SMAN 7 Purworejo. The aimed at finding the answer that to improve students' writing skill through the English web blog. The method of this study used a classroom action research study consisting of two cycles. One English teacher as the collaborator and the researcher himself. The data were qualitative; it is analyzed consisting of data collection, data reduction, data display, and conclusion drawing and verification. Meanwhile, the data quantitative were analyzed using a t-test with SPSS version 16.0 program. It was proved that the result of the use web blog was effected to improve students' writing skill based on qualitative and quantitative data analysis and it was significantly. The mean difference between the pretest score and posttest score in cycle 1 was significant with $t = -6.428$ and posttest score in cycle 1 and cycle 2 was significant with $t = -4.982$. the students were more enthusiastic and interested in writing English through blogging activity.

The others research was conducted by Nunun Indrasari (2009) who investigated the students' writing skill or the class situation during the teaching-learning process through the short video. She used a classroom of action research was conducted in two cycle, in which in the first cycle there were 4 meetings and in the second cycle, there were 3 meetings. Every cycle consisted of four steps that was planning, implementing, evaluation, and reflection. In collecting the data used observation, questionnaires, interviews, field notes, photographs, and tests. The result showed that there are positive improvements in either students' writing skill or the class situation during the teaching-learning process. It was seen from the result of test score. The t-test computation between the pre-test and the post-test 2 was 8.77. Meanwhile, the *t table* (*tt*) for 34 students is 2.04. Since $(t_o)^2$ is higher than *tt*, it means that there is a

significant difference between the score in the pretest and post-test 2. From the t-test computation in the students' test score, it is showed that the improvement of the students writing skill by using short videos is significant. By implementing short video in writing skill, the students were more motivated in joining the writing class, the videos present the attractive moving pictures and sounds so that they got feeling of relax before they wrote their story, they paid much attention when the videos were played, they were also more confident when they were asked to write individually.

b) Differences between five previous research and this research

From all explanations about some previous studies above, most of them focus on comparing between writing ability that used one and others media or strategy. Then, they used a different method and approach to find out appropriateness in each research. The previous studies are used as the comparison studies and as a reflection for this research.

The researcher here has the title of "Exploring Students' Procedural Text Through Tutorial Video Activity" (A Quasy Experimental Study at 9th Grade in one of Junior High School in Bandung). The researcher wants to explore students' ability in writing procedural text using Tutorial Video involved their ability in content, organization, vocabulary, grammar, and mechanic. So, Tutorial Video is implied for writing ability in procedural text as a gap for this research.