

CHAPTER I

INTRODUCTION

This chapter discusses of the whole contents of the background of the study, the statements of the problem, the objectives of the study, significance of the study, scope and limitation, the assumption, and definition of key terms.

1.1 BACKGROUND OF THE STUDY

Writing is a productive skill. This is very useful for students because it can convey their ideas in written form. Therefore, writing is very important to learn for students. Based on facts, writing skills have an important role. There are many rules in writing. According to Hyland (2002: 88), Writing is generative in which writers can explore and discover ideas as they write. So, by writing students can express their ideas, their knowledge, messages, and their feelings in the form of letters and convey their message to the reader. It also requires grammatical and lexical knowledge, understanding in applying grammatical knowledge.

In writing there are several sub-skills involved in writing. Some of them are generally taught at the elementary level, such as spelling, punctuation, capital letters, and grammar (Cornbleet and Carter, 2010: 7). In learning to write, one must understand vocabulary, grammar, spelling, punctuation, and others related to the writing process. There are many ways to express writing and one of them is through text.

Based on the syllabus, there are several types of texts taught in high school, one of which is the procedure text. In this study, researchers focused on the text of the procedure. Because through the ~~text-procedure~~ procedure text, students are expected to have the ability to express their ideas in sentences, paragraphs or essays in writing. They are given material learning procedures text to get things done. Anderson (2003: 50) states that the procedure text is a place where the text gives us interactions to do something. The purpose of this type of procedure text is to explain how something can be done. Procedure text is a genre among writing genres taught in secondary schools. This text consists of a sequence of steps or procedures, which must be followed by the reader to achieve the purpose of the text.

However, there are some challenges that students might face when learning writing skills. Some teachers find that their students are not enthusiastic in learning how to write in English (Sari, 2019:122). While other challenges namely first students find it difficult to make ideas and express their ideas into writing (Sari, 2019:122). Secondly, some students feel less confident in their writing and have difficulty expressing their ideas. Third, students do not have many ideas about what to write and how to start writing. In fact, they waste too much time thinking about what they will write. Fourth, students are afraid to make mistakes. Most students only focus on not making mistakes - spelling, grammar, and punctuation. Grammar, spelling, and punctuation are also important parts of writing, but the most important part is how writers can provide a clear view through their writing.

From this problem, the researchers were interested in using a video taken from YouTube, a video about the steps to make food related to the text procedures that the teacher did when teaching as a medium of implementation, students wrote the procedure text. Harmer (2003: 290) states that video can improve simulation, not only because it can provide feedback when students can watch themselves and evaluate their performance, but also because video presence helps students feel more realistic. In addition, videos help students get ideas in writing (Harmer, 2007: 144) Videos can be used by teachers to teach their students in class. This helps teachers transfer material related to the lesson. This can provide more detailed information about objects in the content. That can give imagination about video content related to the material. students can see and hear the language from the video so they can write based on what they have seen and heard.

Based on the explanation above, the researcher uses video media to teach and deliver procedural text material, so the researcher is interested in conducting a researcher entitled *“The Implementation of Video in Teaching Writing Procedure Text to the Tenth Grade Students at SMK Wijaya Sukodono”*

1.2 STATEMENT OF THE STUDY

The researcher formulates the research questions in this study :

- 1.2.1 How is the implementation of video in teaching writing procedure text to the tenth grade students' of SMK Wijaya Sukodono?

- 1.2.2 What are students' responses of the implementation of video in teaching writing procedure text to the tenth grade students of SMK Wijaya Sukodono?

1.3 THE OBJECTIVE OF THE STUDY

Based on the statement of the problem, the researcher has two objectives of the study as follows:

- 1.3.1 To describe the implementation of video in teaching writing procedure text to the tenth grade students' of SMK Wijaya Sukodono.
- 1.3.2 To describe the students' responses of the implementation of video in teaching writing procedure text to the tenth grade students of SMK Wijaya Sukodono.

1.4 THE SIGNIFICANCE OF THE STUDY

This study is hoped can give some positive contributions to the English language learning context and will be benefit for many sides such as for teachers, students and the further researchers.

- 1.7.1 For teachers

This research can give an objective description to the teacher on how to teach writing procedure text to the students through video material.

1.7.2 For students

The result of this study may help the students to express their ideas by writing in teaching writing procedure text by using video.

1.7.3 For the further researcher

The further researcher gets knowledge and experience to implementation in teaching writing procedure text by using video. and use of videos in conducting research in other skills as listening and speaking.

1.5 THE SCOPE AND LIMITATION

The scope of this research is teaching English writing skill specifically the text of the study is procedure text. This research is limited to tenth grade students of senior high school in applying youtube video to teach writing procedure text.

1.6 THE ASSUMPTION

This research is under the assumption that the teacher uses video as a media in the process of teaching writing procedure text.

1.7 OPERATIONAL DEFINITION

The researcher feels necessary to explain the operational definition. The researcher defines the operational definition as follow:

1.7.1 Teaching Writing

Writing is process and what we write is often heavily influenced by constraint of genre, then these elements have to present in learning activities (Harmer, 2004: 86)

1.7.2 Procedure text

Procedure text is a text that conveying a process of use or create something, which is contained in several stages (Sari, 2019:66)

1.7.3 Video

Video as media learning is media that present audio and visual contains messages good learning, contains concepts, principles, procedures, theory of application of knowledge to help the understanding of learning materials (Cheppy, 2007: 17)

