CHAPTER I

INTRODUCTION

A. Background of Study

Language is a skill of people to express meaning to others. Using language, people can communicate each other not only in somewhere but also anywhere. Many people believe that language is the only way to understand what someone means when communication is running, either contextual or oral. Language learning is not a set of easy steps can be programmed in a quick do it yourself.[1] Even, if there is no both ways to inform the meaning, someone can use body language to solve it. In other word, whatever ways will understand the meaning of someone, language has an important rule to help it.

Nowdays, English has been more primary language in the development of technology and communication world. Mostly products of technology use English as the written text not only on the label of product but also all of the text used in it. The condition causes many books are written in English text so that, whatever the reason, English should be mastered to follow world development.

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[1] H.Douglas Brown, *Principles of Language Learning and Teaching 5th edition* (San Francisco : Longman), 1.

Learning a second language like English is not as easy as learning the mother tongue. It should be learned from the ground up to the roots in order to understand the language, especially language skills. John Haycraft said that there are two main skills which should be mastered by language learners; receptive skills (listening and reading) and productive skills (writing and speaking).[2] Besides the students' learning all of the four skills above, they must to learn how to use grammar or structure a phrase that is used in four skills that students' learn.

Writing is one of language skills which every language learner should master. Students have not been called as a language comprehended if they could not write well. By writing, People can express their idea; describe another people, place, or units of time, propose arguments, tell stories, and many others. In addition, writing something helps people to communicate one another.

Writing is a problem of English which has a role as important as speaking because it is a productive skill. It can communicate and deliver information through text while speaking can inform through conversation. Learning to create a good writing is not as easy as

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[2]Jhon Haycraft, *Introduction to English language teaching* (London: Longman, 1978),21.

backing your hand. It really has some problems because of it activities of the mind. One of the students' interest to write is come from their self (self-motivation), as Jeremy Harmer said that "another powerful disincentive is the fear that they have nothing to say".[3]

Trends in the teaching of writing in EFL and other foreign languages have not surprisingly, coincided with those of teaching of other skill, especially listening and speaking. You will recall from earlier chapter that as communicative language teaching gathered momentum in the 1980, teachers learned more and more about how to teach fluency, not just accuracy, how to use authentic text to contexts in the classroom, how to focus on the purposes of linguistic communication, and how to capitalize on learner's intrinsicmotives to learn. Those same trends and the principles that undergirded them also applied to advances in teaching of writing in second language. [4]

By writing, students hoped to be able to express many written meanings that have purposes in communicative, text structure etc. They can develop their writing in the forms of genre (kinds of text) such as:procedure, narrative, descriptive, recount, news items, etc. as a

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[3] Jeremy Harmer, *How to Teach Writing* (London : Longman, 2004), 61.
[4] H. Douglas Brown, *Teaching by Principles 2nd edition* (San Francisco University:2000), 334.

means of communications.One of genres is procedure. Procedure is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done. The example of procedure texts are : direction, recipes, instruction manuals, itineraries etc.[5] procedure is a specified series of actions or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking, this word can indicate a *sequence* of tasks, steps, decisions, calculations and processes, that when undertaken in the sequence laid down produces the described result, product or outcome. A procedure usually induces a change. It is in the scientific method.[6].

Based on the writer experience when doing teaching practice (PPLK), the writer found that writing was the most difficult skill for student. Many students complain that they do not know what and how to write. The reason why writing called as a difficult skill, when students are learning to write, is that they are learning the other aspect of the language such as grammar, vocabulary, idioms, and culture. In

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[5] Mark Adenson& Kathy adenson ,*Text Types in English* (Macmilan),51.

[6]Samsul Aka, "The English Camp", http://theenglishcamp. blogspot. co.id/2013/10/ procedure-text.html(20 june 2016)

this case the writer focuses on writing skill because it is more difficult than another skill and it contributes the process of thinking and need some knowledge. Therefore, the writer is interested in conducting the research of students in procedure writing skill. Procedure text is a part of writing skill activity.

To teach procedure text writing, it needs innovation and creativy of a teacher to be able to minimize the difficults which students experienced, and to encourage them to be interested in the learning process.

In this research, the writer use tutorial video as a strategy to teach procedure text writing because according to the writer it will be more enjoyable and interesting. Hopefully this technique make students interesd and easier to write procedure text.

Based on background above, the writer would like to carry out the research entitle : ***The Effectiveness Of Using Video Tutorial In Teaching Writing Skill on Procedure Text (An Experimental Research at the Second Grade of MTsN 5 Kab. Serang).***

B. Statement of the Problem

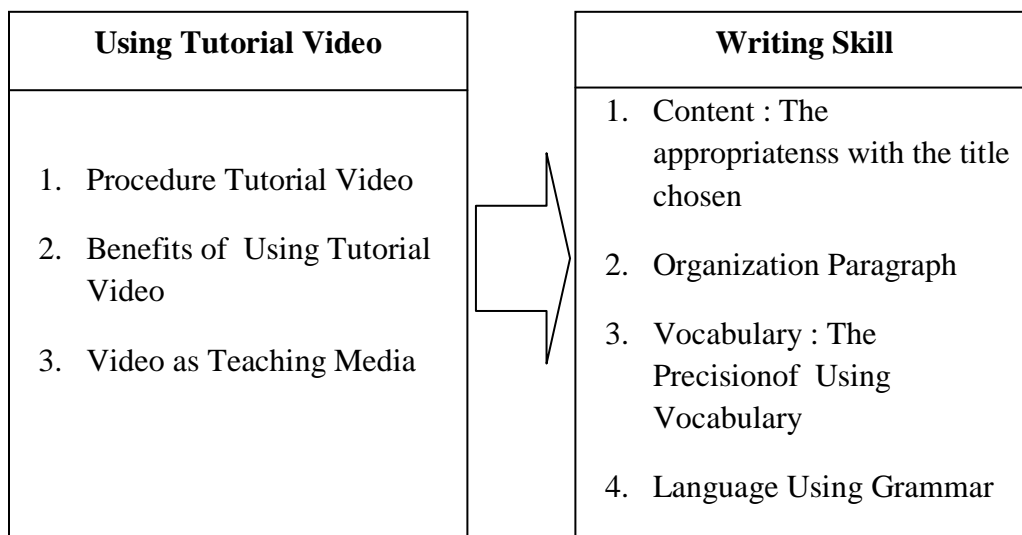Based on the background of the study above, the writer finds some problem as follows:

1. How is the students' understanding on procedure text by using video tutorial at Second Grade MTs 5 Serang?

2. How effective is tutorial video used on procedure text Second Grade MTs 5 Serang?

C. Objective of The Research

Based on the statement of the problem, the writer decides the objective this research are:

1. To Know the students' understanding on procedure text by using video tutorial at Second Grade MTs 5 Serang?

2. To know effective of tutorial video used on for teaching procedure text Second Grade MTs 5 Serang?

D. Conceptual Fremwork

Using Tutorial Video	Writing Skill
1. Procedure Tutorial Video 2. Benefits of Using Tutorial Video 3. Video as Teaching Media	1. Content : The appropriatenss with the title chosen 2. Organization Paragraph 3. Vocabulary : The Precisionof Using Vocabulary 4. Language Using Grammar

E. Hypothesis

In a simple way hypothesis is defind as temporary conclusion, so that it must be tasted and verified. Based on the objective of the research above the writer creates hypothesis as follows:

1. Ha: There is effectiveness of using tutorial video in teaching writing procedure text.

2. Ho: There is no effectiveness of using tutorial video in teaching procedure text.

F. Importance of The Research

1 The Teacher

The writer hopes that this research will increase the teacher's ability and creativity in teaching-learning process, to make students interested in learning especially in writing.

2 The Student

By applying tutorial video in teaching writing procedure text the students can improve their writing ability. Hope it can make student's interest in writing because the strategy is easy and enjoy.

3 The writer

The result of this research are expected to improve the writer's own knowledge and skill about teaching writing. Get some advantages and experience from doing a specific task, especially the task of investigating the problem in teaching procedure text using tutorial video.

G. Previous Research

This research refers and other previous research conducted by undergraduate students of UIN SMH Banten. The first previous research is conducted by Indra gayatrii 2014 Her research is entitled

using video to improve student's ability in writing procedure text (a case study at the ninth grade of SMPN 1Tunjung Teja)

The result of the research showed that videos can improve the students' ability in writing procedure text. There was significant improvement in the result. It could be proved by the result of the tests. In pre-test, the average score of pretest was 51.35. In cycle 1, the mean score of the test was 61.66. In cycle 2, the mean score was 71.38. It was categorized fair. It indicated that the students' writing ability improved in each steps conducted. Referring to the experience in conducting this research, the writer offers suggestions that the teacher should use alternative teaching media to get students' interest in teaching learning process especially writing procedure text.[7]

In this qualtative research type Clasroom action reserarch (CAR), teacher implementing tutorial video as media in teaching ablity in writing.

The result of researchers show that there was positive effect on students capability in writing through video method. But the writer want to tray this technique in teaching writing procedure text. The different of research which the writer did lies on the research method,

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[7]Indragayatri, *Using video to Improve Student Ability in Writing Procedure Text*, the state institute for Islamic study SMHB faculty of education and letters.

writer choose to do the first grade MTsN 5 Serang and here the writer focused on effectiveness using tutorial video in teaching writing procedure text

The second previous " The Effect Of Tutorial Video on Students' Writing of Procedure Texts (A Quasi Experimental Study at The Eighth Grade Students of MTs 13 Jakarta in The Acedemic year 2017/2018).

The result of the research showed that videos can improve the students' ability in writing procedure text. There was significant improvement the post test mean scores of the experimetal class was 79,13 while that of the control class was 74,20 then, the results of statistical hypothesis testing by by using independent sample t-test found that degree of significance 5% (a=0.05) tobservasi was 3.108 while t $_{table}$ was 2,001 or t$_{observe}$.[8].

The writer want to tray this technique in teaching writing procedure text. The different of research which the writer did lies on the research type quasi experiment, for sampling technique the reseacher used purposive sampling.

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[8]Meylia Azurah, *The effect of Tutorial Video on Students Writing of Procedure text*, Skripsi of English Education at Faculty of Education Sciences of State Islamic University of Syarif Hidayatullah Jakarta, 2018