CHAPTER I

INTRODUCTION

This chapter presented the background of the study, problem of the study, objectives of the study, variables of the study, hypothesis, scope of the study, definition of key terms, and framework of discussion.

A. Background of The Study

Learning language is important for us. Language is a means of communication among individuals. It is a system of sounds which is structured and is used to communicate peoples' feelings, intention, purpose, etc. to others. The purpose of learning the language is to be able to use language for communication. The competence to use language should be appropriate for different purposes.

Language is the system of sounds and words used by human to express their thought and feeling. Language is a symbolic guide to culture.[1] Languange is more than a system for communication. [2] As a foreign language, English plays an important role in the world of education, social, business, and politics. Furthermore, a great deal of works of science, commerce, economy, and technology are written in English. Therefore, in this globalization era, mastering English is an important thing for us.

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[1] Rahayu Dwi Riyanti,et al,*Cross Cultural Understanding, Edition 1*, Jakarta: Universitas Terbuka , 2007 , p. 2.
[2] Zoltan Dornyei, *Motivational In The Classroom*, Cambridge, University Press: 2001, p.96.

In this globalization era, English is needed more for communication because English is decided to be the language of international communication now. In Indonesia, English is learned and taught starting from the elementary schools until university levels.In the school, English is one of the subjects which are included in the national examination. Therefore, the students must get good score in English subject.

When learning English, there are four achievements that are needed for complete communication. Those are listening, speaking, reading and writing. In addition, studying English means that we study the language about how to listen, how to speak, how to read, and how to write. These four achievements are related to each other. That is important point to communicate in English well.

Communication in English can be done not only in spoken but also in written form. Writing is one of skills which is very important in English competence. Writing is as a process to get product that is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In English writing, students have to know and understand those elements. Students are expected to be able to express the meaning in the form of written text like short functional texts or form of narrative, procedural, descriptive, report and recount in daily context.

In the tenth grade of Vocational High School, the basic competence that should be achieved in the writing English subject is that students have the ability to develop and produce many kinds of written form according to what they

have learnt. Many students especially the tenth grade students have difficulties in writing descriptive text. The difficulties faced by the students are mostly in organizing a story based on the generic structure of descriptive text and writing the text in the right grammar based on the language feature of descriptive text. In addition, most students of the tenth grade of SMKN 4 Palangka Raya consider that writing is the complicated skill to be mastered because the ability to write in foreign language is more complicated than the ability to speak, read, or listen. They have to pour their ideas on a paper with a good structures, dictions and punctuation and other rules. Writing has the complex rules according to the type of writing. Those problems hinder the tenth grade students of SMKN 4 Palangka Raya to write well.

The major problems in learning English seem difficult, so that the students are not interested in studying. This is caused by the way of teaching does not motivate them to achieve what they have to learn. Sometimes, students feel bored in teaching and learning process without interesting media to support and create a good atmosphere in the class. [3]

Furthermore, the methods that are usually used to teach writing in the class. The problems faced in the class are that sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Writing individually does not work optimally to increase the students writing ability. Similarly, in guided writing method the students' activity is to write out grammar exercises. This method is not effective to improve student's

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[3] Dornyei, Zoltan , *Motivational In The Classroom*, Cambridge:University Press, 2001, P.115.

writing ability because it focuses on the grammatical features only, it does not relate to the certain type of text.

This real situation shows us that English is still considered as a difficult subject, so it can decrease the desire to learn English for the students that can affect to the students' learning achievement itself.

Based on the facts explained previously and since the teacher often delegates the task of writing without giving proper steps to be able to produce a good writing, the writer tries to conduct an experimental study in that school. The writer would like to focus on writing skill because it needs very complex ways to master it.Writing is not a simple process, it is not the act of picking up a pencil and forming letters.[4] It is the activity in teaching learning process in which the students are able to express their ideas, opinions, feelings and organize them in simple sentences or in short paragraphs well.

This research expects to the study give one alternative way to solve the problem faced by the tenth grade students in writing descriptive text. The writer chosen SMKN 4 Palangka Raya as the setting of the research because the writer wants to prove the teaching and learning method since the students of SMKN 4 Palangka Raya still have problems in writing English especially in writing descriptive text.

To make them interested and motivated in learning, the writer suggests the English teachers should use media in their teaching and learning process. As

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[4] H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language pedagogy, Second Edition.,*1987, p. 48.

we know that using media and teaching and learning process can be more interesting, more persuasive, more credible, focusing audience attention, and highlights most significant point. Using appropriate media in teaching and learning process, it is will expect that the students' learning achievement increase.

The development of technology, such as collaboration between computer and many kinds of learning video can be used as an effective and eficient instructional media in the form of file, software or even CD-interactive learning. Moreover, SMKN 4 Palangka Raya has many computers and LCD that can be used in teaching and learning process.

Basically, all kinds of instructional media have many advantages in learning English.[5] Considering those advantages, the writer chooses interactive video as one of many English teaching media that can be useful as a new instructional media in learning English in SMKN 4 Palangka Raya. At the same time, interactive video can be a solution to solve the problems faced by the tenth grade students in SMKN 4 Palangka Raya in writing descriptive text.

The strenght of interactive video is attractive to administrators for several reason. it enables large numbers of students to be taught simultaneously by one instructor; outside speakers can be involved who would not otherwise be available, and students can become linked with others from different communities, backgrounds and cultures.

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[5] Robinett, *Technology In The Language Classroom*, London, 2001, P. 51.

For the instructor, interactive video can be effective because it allows for "real time" or synchronous visual contact between students and the instructor or among students at different sites. Furthermore, it supports the use of diverse media. Thus, many things common in the traditional classroom can be used in the interactive classroom, such as blackboards, documents, videos and transparencies. Interactive video can help students to convey the message of learning material because interactive video combaining audio,visual, and dinamic.

The use of interactive video in teaching descriptive can help student to write easily and interesting.It's focus on the pre-writing or other word focus on the brainstorming. The teaching and learning process will be more meaningful and enjoyable. In addition, it can assist student's exercise in writing individually. Beside that, it can be used to help all students improve their writing ability such as in vocabulary, comprehension, and the generic structure of descriptive text.

Well design interactive video lessons will invite learners to interact with the visuals by enabling them to interrupt, identify, sequence, and select from alternative actions. Students can interrupt visual scenes when they identify problems in the scenario. They can stop sequences if they can't follow the logic or get lost. They can practice with concept by matching pictures to words, etc.

Considering those problems, the writer is interested to carry out a study to observe the use of interactive video to improve the writing ability. Therefore this study entitles: **"The Effect of Using Interactive Video Input on Writing Descriptive Text At the Tenth Grade Students of SMKN 4 Palangka Raya.**

The study take place of SMKN 4 Palangka Raya since the school one of the vocational schools in Palangka Raya that seldom to use media as audiovisual media in teaching learning process. The reasons to choose the topics are first, to make students interested and motivated in learning because most of English teachers less in using media in their teaching and learning process. As we know that using media and teaching and learning process can be more interesting, more persuasive, more credible, and focusing audience attention. Second, The use of interactive video in teaching descriptive can help students to write easily and interesting. The teaching and learning process will be more meaningful and enjoyable. And the last is make students know and up date in ICT (information communication and technology) era in learning prosess.

B.   **Problems of The Study**

Based on the background of the study above, the problem of the study is as follows:

Does teaching using interactive video give effect on the scores of writing descriptive text at the tenth grade students of SMKN 4 Palangka Raya?

C.   Objectives of The Study

The objectives of the study is to measure the effect of using interactive video on the student's scores in   writing descriptive text.

D.   Significance of The Study

Theoretically ,the study supports the theory of learning using interactive video for teaching English at the tenth grade students of vocational high school. . And Practically, the study will empirical data on : Firstly, for the teachers, this study will help teachers to solve the problem related to descriptive text. Interactive video is considered as one method or alternative in enhancing the mastery of writing descriptive text of the tenth grade students in Vocational High School. Second, for the students, this study will give them an experience about the effective method in learning English. Through video, they will expect to have good improvement in writing skill. They can also use the interactive video as a source of learning English. Next, for the school, this study will useful to increase the quality of school because of having students with a good achievement and Competent English teacher that use effective teaching method to improve the students' English achievement especially in writing skill .The last, for the other researchers, it probably will be used as a reference for those who want to conduct a research in English teaching process, especially in improving students' writing ability.

E.   Variables of The Study

A variable is constuct or a characteristic that can take on different values or scores. Researchers study variables which are characteristic that take on different values across people or things. The variables in the study as follows:

1. The Independent Variable is interactive video in teaching descriptive text.

2. The Dependent Variable is students score in writing descriptive text at the tenth grade students of SMKN 4 Palangka Raya.

F.   Hyphotesis

Hypothesis is a tentative proposition suggested as a solution to a problem, a statement of the researcher's expectation about the relationship among the variables of a study.[6]

Studies are often undertaken in areas in which there is little accumulated background information. A researcher may not know what outcome to predict.

There are two hyphotesis of the study :

Ha : Teaching using interactive video gives effect on the students' scores in writing descriptive text.

Ho: Teaching using interactive video does not give effect on the students' scores in writing descriptive text.

G.   Scope and Limitation of The Study

The study is to measure the effect of teaching using interactive video on students' English scores in teaching descriptive text .The study was conducted at the tenth grade students of SMKN 4 Palangka Raya. The number of population is 75 students and the number of sample is 50 students. Class X Multimedia[1] is 25 students as experimental group and class X Multimedia[2] is 25 students as control group and class X Multimedia[3] is 23 students as Try Out group.

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[6] Donald Ary and Lucy Cheser Jacob,Chris Sorensen ,and Ashgar Razavieh.*Introduction to Research in Education Eight Edition.* Canada: Wardsworth,2010,Page.643.

H.   Assumption of The Study

There are two assumption in this study:

1. Interactive video is one of the effective media in teaching writing descriptive text

2. The students'writing descriptive text score will increase through using interactive video in teaching writing descriptive text.

I.   Operational Definition of Key Terms

There are some key terms used in this proposal, so to make the readers understand, the writer tries to give definition of key terms:

1.   An effect is a difference between or among population means [7]. In the present study,sInteractive video give an effects on writing if the qualities of the writing using interactive video are different from the qualities of the writing without using interactive video media.

2.   Descriptive text is a text which tells what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.[8] In this study, Descriptive text refer descriptive place writing consists of identification and description. It usually has a number of events that take place and a problem that needs to be solved by the characters.

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[7] Noor Anita Wulandari, *The Effectiveness of Using Audio Visual Toward Students English's Achievement In Writing Procedure Text At The Eight Grade Students Of Islamic Junior High School Palangka Raya*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2012., P.8.

[8] Alice Oshima, *Introductio to Academic Writing*, New York, 2007.p. 60.

3. Experimental Design is the experimental design sets up the condition required for demonstrating cause and –effect relationship.[9] In the study, the writer will use the nonrandomized control group pre-test and post –test design with kind of treatment. There will be two groups, they are Control group and Experimental group. Both of groups are given pre-test to measure the score of the students before the treatment is given (Y1 and Y2). The treatment is given for Experiment group only (X). Post-test that is given for both of groups to measure the score of the students after the treatment is given (Y1 and Y2).

4. Interactive video is a system which is the result of combination between computer and the material of video recording to present information or messages in the form of text, audio, and visual and the audiences not only listen and watch the video, but also give active response in which the respond determines the on-off control over what appears on the screen. In this study, interactive video refers to an audiovisual media used as English teaching media to show the some videos related to descriptive text.[10]

5. Input is anything that sends information to a computer such that it makes it do something (respond) the computer responds to that and usually changes something on the screen in response.[11]

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[9] Donald Ary and Lucy Cheser Jacob,Chris Sorensen ,and Ashgar Razavieh, *Introduction to Research in Education Eight Edition,* Canada: Wardsworth ,2010, p. 271.

[10] Rodhatul Jennah., *Teknologi Pembelajaran Edition 1,* Antasari Press, 2009, p. 119.

[11]Purnawan, *Perancangan media interaktif teori editing video,*Bandung Press:2003.P.257.

6.   Writing is an action, a process   of discovering and organizing ideas, putting them on a paper, reshaping and revising them. [12]In this study,it refers to writing descriptive text which is a process of combining ideas and write it down step by step based on the structures to get a good descriptive text.

7.   Quasi-Experiment is are similar true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change is inferred.[13] In this study, the writer will use the nonrandomized control group pre-test and post –test design with kind of treatment. There will be two groups, they are Control group and Experimental group.

8.   t-test is a statistical procedure for testing hypotheses concerning the difference between two means also used for other purposes. In the study, the writer wants to test the hyphotesis of using interactive video media in teaching writing descriptive text.

J.   Framework of Discusssion

The framework of discussion of this study are :

Chapter I : Introduction consists of the background of the study, problem of thestudy,objective of the study,significance of the study, variables of the study, hypothesis, scope and limitation of the study, assumption

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[12] Rudi Hartono, *Genres of Text English Department Faculty Of Languange and Art.* .Semarang State University,2005,p.3.

[13] Zoltan Dornyei, *Research Method in Applied Linguistics, Quantitative, Qualitative, A mixed Methodologies*, New York: Oxford University Press, 2007, p.117.

of the study,operational definition of key terms, and framework of discussion.

Chapter II : Review of related literature consists of the previous studies, writing, the nature of writing, teaching writing, the process of writing, the importance of teaching writing, descriptive text,generic structure,languange features, scoring method, instructional media,video as audio visual media , interactive media, teaching English at SMK levels, and Experiment research.

Chapter III : Research method consist of the research design, population and sample, instruments of study, validity, reliability, data collection procedures, data analysis procedures.