

CHAPTER I

INTRODUCTION

This chapter is the illustration of the background of the research that explains how interesting the study of the research regarding to the topics that showed up in the research field. Then, this research will provide the data that is to be useful literature to the later research and regarding to the topics that is researched. Last, this chapter also elaborates several theories that the research adapts certain theoretical framework to get comprehension of this study of the research based on the data provided.

A. Background

Jonah (2006: 14) defines that writing is a series of activities going on and involves several phases, the preparatory phase, and the content development and review, as well as revisions or improvements posts. Based on his definition, writing is the skill – of the four basics English skills that improved by a process is going on and on that involves phases and stages. Writing is one of four important in English skills, which is used as means to communicate with other people. In addition, Linse (2005: 98) defines that writing combines process and products. From the process of writing, the last result of writing is product (whether academic or fun writing) writing is also considered as one of the most difficult skills to be mastered. Thus, writing should be mastered as the consideration of English mastery.

Richards (2002: 303) writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentence.

Another problem is they lack of vocabularies because they rarely to practice in writing especially writing procedure text. As Tricia Hedge (1990: 5) point out, there are some requirements in achieving writing, including the understanding grammar, and the attention to use appropriate vocabulary choice.

In addition, those writing problems affected by teacher often used traditional method to teach writing. The process of teaching and learning was teacher-centered approach. The teacher led the students to many exercises related vocabularies in their English textbooks instead of teaching idea, meaning, and coherence in writing. It could make the students boring and monotonous. According to Jeremy Harmer (1991: 257), the over- use a textbook and thus repeatedly follow the sequence in each unit may become boring, and the routine textbook will become increasingly monotonous. To solve the problem in learning procedure text writing, the teacher can use methods or techniques that are suitable and interesting to the students. One of method that can be used the writer teaching and learning procedure text writing is using instructional videos as an alternative to make process of teaching procedure text writing effective. Teaching procedure text writing by using video can throw boring and time consuming. Using instructional video to teach procedure text is effective in teaching learning process, so the students become easy in understanding and studying

English Therefore, the research is entitled: **The Effectiveness of Instructional Video to Improve Students' Procedure Text Writing Ability** (A Quasi-Experimental Study at Third grade of MTs Ma'arif Cikeruh). It will contain the improvement of students' writing of procedure text ability through the instructional video.

B. Research Questions

Regarding the background of the research, it has some research questions.

Those are:

1. What is the students' ability in writing procedural text by using instructional video?
2. What is the students' ability in writing procedural text by using conventional media?
3. How significance is the difference of the students' ability in writing procedural text using instructional video and conventional media?

C. Research Purpose

The purpose of the research is as follows:

1. To improve the students' ability in writing procedural text by using instructional video;
2. To discover the students' ability in writing procedural text by using conventional media;
3. To find out the significance of differences towards students' ability in writing procedural text by using instructional video and conventional media.

D. Significance of The Research

The study of research is expected to reveal the result. Theoretically, the research may become a reference to improve students' ability in writing.

Practically, this research is expected to find students' ability in writing procedure text through instructional video and expected that the students will be able to write procedure text in the right way.

E. Rationale

Theoretical background involves an overview of teaching writing and the effectiveness of instructional video as a media in teaching writing. Spratt et al (2005) stated that writing is one of the productive language skills, which deals with conveying messages with the use of graphic symbols (letters). This is the nature of writing regarding to studying English as a foreign language that writing is the one of productive skill in English language; speaking is another matter of this research. The main product of writing is the text that originally written by the writer. It is an activity to communicate one's ideas in words, phrases, and clauses related to the sentences written. According to the theory above, writing is a media to convey a message through a written text that is considered as communication between writers and readers using printed letters or symbols.

Janovsky (2015) said explained that instructional video related to instructional materials term that means that are the tools in educational lessons which includes active learning and assessment. The instructional materials, basically, are considered as the resource that a teacher uses it to help him teach his students interactively. In this case, the instructional material used is video. The materials regard to this case is included into instructional materials. Janovsky (2015) explained that instructional materials are the tools used educational lessons, which includes active learning and assessments. It is used to reach the class that interactive and active with the students are the center of the learning.

Instructional video is included into one of kind of instructional materials, which involve a video that has instruction and procedure inside. *Wisegeek.com* gave the term of instructional video specifically that the instructional video could be defined, as any video designed to teach a particular thing, is more likely to be an instructional audiovisual materials.

Writing is one of productive skills that must be learned in a language classroom. In teaching learning process, teachers are expected to make it more interesting through the material used. One of media that teacher may use is audiovisual media. Audiovisual media derives from two words, namely audio and visual. Audio can be heard or auditory means, while the visual is that appears to the eye or the looks. Regarding to the teaching materials, Ball and Cohen (1996) explained that materials and curriculum regulate the materials of teaching, which, the textbooks and media used is, very influential and has close relation to the teacher. It means that teacher is probed to deliver the materials regarding to the materials used. The term material is defined as anything is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, video, a photocopied handout, a newspaper, a paragraph written on a whiteboard (Tomlinson, 2011). In short, it is anything, which presents or informs about the language being learned.

Regarding to the research, the video will encourage teachers to teach English in the classroom. According to the Hobbs in Lance (2007), watching video is more effortless and enjoyable because video can offer an accessible visual and emotional experience to students, presents literacy, and a new language – the

language of images, and form symbolic visual codes. It means that learning through video will give the pleasure that could encourage students' motivation in learning. In addition, Fill & Ottewill (2006) added that it can provide a compelling and immersive educational experience. Students are easier to understand and memorize the information from the video. Which is has strong dimension to the learning experience. Video helps the watchers to arrange what they will say or write after watching the videos, because they do not only listen, but they will recognize and memorize it through everything students see.

Gillespie (1998) stated that there are five values of the learning through video:

1. It provides increased opportunities for interaction between and among students and teacher.
 2. It makes available a greater array of resource
 3. It enables students to take a more active in learning
 4. It supports a variety of learning styles
- It improves the development of higher order cognitive skills.

F. Hypotheses

The word hypothesis is generally used in a more restricted sense in research. It refers to conjectures that can be used to explain observation. According to Arikunto (2002:66) that hypothesis is divided into two kinds. The first is work hypothesis (H_a) that shows relationship or comparison between X and Y variables. The second is null hypothesis (H_o) that shows there is no relationship or comparison between X and Y variables.

From the explanation above, it can be formulated a hypothesis of the significances of using instructional video in improving students' procedure text writing. With this method, this research is expected that the students' writing can be improved.

This research has two variables that instructional video implementation as X variable and writing procedure text as Y variable.

1. Alternative hypothesis (H_a): There is significant difference between the results of students' writing procedure text improvement by using instructional video and without instructional video.
2. Null hypothesis (H_0): There is no significant difference between the results of students' writing procedure text improvement by using instructional video and without instructional video.

G. Research Methodology

Research methodology is defined as the general approach the writer takes in carrying out the research project (Leedy & Ormrod, 2001). To get the result of the effectiveness of instructional video implementation in improving students' procedure text writing, the writer will use quantitative research approach in this study. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims" (Creswell, 2003).

1. Research Design

The writer will use a quasi-experimental design. According to Cresswell (2012, p. 21) *a quasi-experimental designs* (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. In this study, the writer took two class in MTs Ma'arif Cikeruh, the third-grade is chosen to be a respondent. A class as an experimental group and B class as a control group.

Based on the explanation above, the writer makes this study into two classes as a sample. The first class is IX B class as the experimental group. Moreover, the second class is IX C class as the control group. For more detail, here is the following schema from rationale:



Figure 1.1 Teaching Writing Procedure Text Process

The writer uses quantitative method in this research. The specification of this method is quasi-experimental study. Firstly, both groups are given pre-test. Then, experimental group is given a treatment by using instructional video implementation. On contrary, control

group is given a treatment without using instructional video implementation. After that, both groups are given post-test.

Table 1.1
Research Design in MTs Ma'arif Cikeruh
Jatinangor

Class	Pre-test	Treatment	Post-test
Experimental class	It is given in the first meeting to measure the ability of writing procedure text before they receive a treatment	a. Giving treatment teaching writing procedure text by using instructional video implementation	It is given in the last meeting to measure the ability of writing procedure text after they receive a treatment
Control class	It is given in the first meeting to measure the ability of writing procedure text before they receive a treatment	b. Giving treatment Teaching procedure text without using instructional video implementation	It is given in the last meeting to measure the ability of writing procedure text after they receive a treatment

2. Research Subject

a. Research site

The writer chooses the research in MTs Ma'arif Cikeruh Jatinangor Sumedang. The reason is that the students of MTs Ma'arif are difficult in writing procedure text, so that the writer would like to help them to improve their writing procedure text.

b. Population and Sample

According to Arikunto (2010), "A population is a set or collection of all elements processing one or more attributes of interest". The population of this research are the students of the third grade of Mts Ma'arif Cikeruh, Jatinangor Sumedang, which the third grade has four classes, IX B - IX C, and every class has 35-40 students.

Sample is part of the population, which will be investigated (Djarwanto, 1994:43). A good sample is a sample that can representative the characteristics of the population. The writer selects two classes purposively from the population as a sample for this research regarding the teacher recommendation (IX-B and IX-C).

3. Technique of Collecting Data

The instrument that is used to collect the data is the test. Based on Arifin (2009: 118) Test is a technique or method use in order to carry out the activities of measurement, in which there are varieties of questions, statements, or a series of tasks that must be done or answered by learners to measure aspects of students' behavior. The test is conducted to measure the students' writing ability. So, below are the data collection techniques:

a. Pre-test

A Pre-test is conducted to reveal the ability of students in reading comprehension before the treatment according to the matter. According to Creswell (2003), a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment *before* they receive a treatment.

b. Treatment

The teaching learning process of both classes is conducted in the classroom. There are four meeting in each class in order to know the students' difficulties, the problems during teaching learning process, and to know the significant achievement of students' learning.

c. Post-test

Post-test is conducted to reveal the ability of students in reading comprehension. Based on Creswell (2003: 297) a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment.

Table 1.2
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The Research Schedule in MTs Ma'arif Jatinangor
Sumedang

No	Time	Activity	Target
1.	1 st	Collecting data (observation) at MTs Ma'arif Cikeruh Jatinangor	Headmaster, English teacher, students, etc.
2.	2 nd meeting	Conducting Pre-test	The students of IX B and IX C class
3.	3 rd	The process of teaching and	The students of

	meeting	learning procedure text	IX B and IX C class
	c.	Giving treatment teaching procedure text by using instructional video implementation	Experimental group
	d.	Giving treatment teaching procedure text without using instructional video implementation	Control group
4.	4 th meeting	The process of teaching and learning writing procedure text	The students of IX B and IX C class
	a.	Giving treatment teaching procedure text by using instructional video implementation	Experimental group
	b.	Giving treatment teaching procedure text without using instructional video implementation	Control group
5.	5 th meeting	The process of teaching and learning writing procedure text	The students of IX B and IX C class
	a.	Giving treatment teaching procedure text by using instructional video implementation	Experimental group
	b.	Giving treatment teaching procedure text without using instructional video implementation	Control group
7.	6 th meeting	Conducting Post-test	The students of IX B and IX C class
<i>Total meeting is 6 meetings</i>			

4. The instrument Validity

Before the writer gives a test to the students, the writer should make sure that the question of the test is valid. Validity test is a test that can measure what should be measured (Arikunto 2007, p170). The test of validity was given to the first grade of MTs Ma'arif Cikeruh Jatinangor, IX-B class which consisted of 45 students. *(See a blue print in appendix 2).*

5. The Instrument Reability

According to Arikunto (2006: 154), Reability shows that the instrument can be used as a tool of collecting data because it is good enough. The reability is a test if it is given to the same subject; the result is almost same although it is given in different time.

6. Data Analysis

After the data collected from pre-test and post-test, the following statistic is based on quantitative data. To answer the questions of research problem, it uses the following steps. According to Subana (2000:38), determining the normality of data by conducting the steps as follows:

- a. Determining the normality of data by conducting the steps as follow:
 - 1) Making the distribution table of frequency, with procedures:
 - a) Determining the range of data (R)
 - b) Determining the grade of interval (K)
 - c) Determining the length of Grade Interval (P)
 - d) Making the table of distribution of frequency
 - 2) Determining central tendency with procedures.
 - 3) Determining Standard of Deviation (Sd) using the formula:
 - 4) Arranging the distribution of observation and expectation frequency with the table
 - 5) Calculating the value of X^2_{count} observance using the formula:
 - 6) Determining the degrees of freedom

7) Determining the value of X^2_{table} on significance 5% or ($\alpha=0.05$)

8) Interpreting the normality of data distribution using the criteria.

b. Determining the homogeneity of two variables by conducting

the steps as follows:

- 1) Determining score F
- 2) Determining the degree of the freedom of the data
- 3) Determining score of F from the table with the value of significance of 5 % or ($\alpha=0.05$)

4) Interpreting homogeneity of the data,

c. Examining the hypothesis by conducting the steps as follow:

- 1) Determining value
- 2) Determining t_{count}
- 3) Looking t_{table} with the level of significant 5 % using interpolation
- 4) Determining the Hypothesis.

(for more details, see appendix 1)

