

CHAPTER I

INTRODUCTION

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1.1 Background

Teaching English for SMU students in Indonesia covers the four language skills: listening, speaking, reading and writing. The GBPP of the 1994 curriculum states that "Pelajaran Bahasa Inggris Sekolah Menengah Umum mencakup ketrampilan membaca, menyimak, berbicara, dan menulis dalam Bahasa Inggris". (In English : The English lesson in senior high school covers the ability to read, listen, speak, and write in English). Those four language skills are interrelated with each other and they are taught together in schools.

As one of the language skills, writing is considered very important in language learning. According to Protherough (1983:9) learning to write is very important because nearly everything that students do in school is that they have to write. Chastain (1970:363) states that the ability to write is recognized in society and in the schools as an important objective of language study.

In reality, although the ability to write is important, writing tasks for many students mean a tiring and hard work. Students have difficulty in expressing their ideas, thoughts and feelings in the written form. That the students have much difficulty is because of their limited vocabulary and structure. Some of them often fail to organize their writing although they can write grammatically correct sentences.

As a result, students feel reluctant to do their writing or they have to spend much time before starting to write. For English teachers, teaching writing is also not an easy

job. According to Hammond (1983:1) many writing skills are intuitive, and therefore very difficult to teach. Irmischer (1979:10) states there are two reasons why students are reluctant about writing. First, many of them believe they are being forced into an activity they do not know well. Second, they are afraid to try especially in a school setting.

Based on the above facts, it is important to do something to gain better achievement in writing. In the era of technology nowadays, a teacher can create or use many teaching aids. Some of them are called audio visual aids. One of the audio visual aids is video, and it can be used in a writing class. Hall (1986:24) says that video can help students develop writing skills by serving as a source of ideas for compositions, letters and exercises in technical writing. According to Bouman (1990:10) video, being a combination of sound and vision and an extensive source of information, can be an excellent aid in language learning. Therefore, in this thesis the writer would try to use video as a means to teach writing for students of the senior high school.

1.2 Statement of the Problem

Based on the background of the study, the main problem of the study is stated as follows : "Do students who are taught writing through video have better achievement than those who are taught through a script?" Besides that, the writer would put forward five subproblems, they are :

1. Do students who are taught writing through video have better composition content than those who are taught through a script?
2. Do students who are taught writing through video have better composition organization than those who are taught through a script?
3. Do students who are taught writing through video have better composition

vocabulary than those who are taught through a script?

4. Do students who are taught writing through video have better language use than those who are taught through a script?
5. Do students who are taught writing through video have better mechanics than those who are taught through a script?

1.3 Objectives of the Study

In this study, the writer would like to find out whether students who are taught writing through video have better achievement than those who are taught through a script.

Besides that, using ESL composition profile, the writer would also like to find out whether:

1. Students who are taught through video have better content in their compositions than those who are taught through a script.
2. Students who are taught through video have better organization in their compositions than those who are taught through a script.
3. Students who are taught through video have better vocabulary in their compositions than those who are taught through a script.
4. Students who are taught through video have better language use in their compositions than those who are taught through a script.
5. Students who are taught through video have better mechanics in their compositions than those who are taught through a script.

1.4 The Significance of the Study

The writer hopes that the result of this study will give a contribution to the

English teachers to find better ways to help their students improve their writing skill.

1.5 Limitation of the Study

This study is primarily concerned with teaching writing. The audio visual aid which is chosen to be discussed in this thesis is video. The subjects of the study are the second-year senior high school students.

1.6 Definition of the Key Terms

The key terms used in this thesis will be defined as follows :

- Writing is an action of composing and committing to manuscript expression of man's thought or ideas in written word (Oxford Dictionary).
- Video is a magnetic device of which pictures and sounds are recorded in software called cassettes for presentation at a later date; Lonergan, 1984:5.

1.7 Hypothesis

There are two hypotheses in this study. One is called the null hypothesis (H_0) and the other is called the alternative hypothesis (H_1).

- a. H_0 : there is no significant difference in the writing achievement between the students who are taught using video and those taught using a script.
- H_1 : there is significant difference in the writing achievement between the students who are taught using video and those taught using a script.
- b. H_0 : there is no significant difference in the content of the compositions of the students who are taught using video and those taught using a

script.

H_1 : there is significant difference in the content of the compositions of the students who are taught using video and those taught using a script.

c. H_0 : there is no significant difference in the organization of the compositions of the students who are taught using video and those taught using a script.

H_1 : there is significant difference in the organization of the compositions of the students who are taught using video and those taught using a script.

d. H_0 : there is no significant difference in the use of vocabulary of the students who are taught using video and those taught using a script.

H_1 : there is significant difference in the vocabulary of the composition of the students who are taught using video and those taught using a script.

e. H_0 : there is no significant difference in the language use of the compositions of the students who are taught using video and those taught using a script.

H_1 : there is significant difference in the language use of the compositions of the students who are taught using video and those taught using a script.

f. H_0 : there is no significant difference in the mechanics of the compositions of the students who are taught using video and those taught using a script.

H_1 : there is significant difference in the mechanics of the compositions of

the students who are taught using video and those taught using a script.

1.8 Organization of the Thesis

This thesis is organized into five chapters. Chapter one is the introduction, and chapter two is review to the related theories. Chapter three consists of research methodology, research design, population and sample, research instrument, procedure of collecting the data and techniques of data analysis. Chapter four contains data analysis and findings and chapter five is conclusion and suggestions.