

## **CHAPTER I**

### **INTRODUCTION**

In this chapter consists of six sub chapters. There are the background of the study, the statements of problems, the objectives of the problem, the scope and limitation of the study, the significance of the study, and the definition of key terms.

#### **A. Background of The Study**

Writing is one of the skills that must be mastered besides speaking, listening and reading by all the students because writing is an intermediary or a tool to express an idea in written text. Writing seems difficult for the learners because it has long process to produce the written text start from brainstorming up to final written and there are some elements such as grammatical structure, vocabulary, punctuation, spelling and also capitalization to produce perfect writing.

However, there are obstacles that must be faced by Indonesian students towards writing. They assume that writing is a difficult subject because we often find error on writing. This statement is confirmed by the statement from Jack C. Richards (1986) that writing is one of the most difficult skills that must be mastered by students who learn a second language in laying the correct grammar structure in the sentence. This showed that writing is a difficult ability to be mastered. According to Heaton (1998: 135) states that it takes a very difficult understanding because it requires grammatical, rhetorical and also conceptual elements. From this statement, it can be said that the ability to write is one of skill that is difficult to master by someone, because they have to think grammatical, elements and concepts precisely on writing.

In Indonesian education, especially in Junior High school, writing is an aspect of ability that must be mastered by students. This is already stated in the 2013 curriculum that students should be productive in writing different types of texts. the statement is already contained in the KI (core competence) and KD (basic competence) stating that "students are expected to compose descriptive text of animals, people, objects, places by observing the aim, text structure, language feature correctly and in contextually (Depdiknas, 2013).

Based on observation that researcher has done in MTs. Nahdlatul Ulama Sidayu, Gresik. The ability of students in writing is very low. They have difficulties in writing descriptive text. The common problem that the researcher found in this school is the lack of vocabulary, they often make mistakes when choosing words and how to spell, they also lack of idea to make good writing. This means showing that the lack of understanding in descriptive text material. Besides that, the students did not know how they start writing and composing the sentences correctly, such as vocabulary, grammar, and arrange the sentences. On the other hand, the way teachers teach students is also very monotonous and not creative, so it drives students to be lazy in learning English especially writing.

From the experience above, it has been found that the problem faced by students in writing English is the technique of teaching teachers. Teachers must have the creativity to create an English learning atmosphere of different and interesting learning activities so that students do not feel bored and also easily accept the understanding of the material taught. Using video media and round robin technique, students have new facilities in writing activities because teachers have an effort to provide active and effective teaching by using appropriate techniques in the teaching and learning process so as to solve problems in student's writing.

Therefore, researcher chose video as media of teaching and using round robin technique to solve problems in classroom writing activities. Round robin is the teaching strategy from cooperative learning that introduced by Kagan. In round robin technique, students are divided into some small groups which each group consists of four members each group. Students share their understanding about the topic or problem that teacher has given to them and they are learned how to solve the problem and cooperate with teammate because no one does nothing in this learning process using this technique. Students also feel interesting with the lesson because the instructor or teacher plays the interesting video to make students easily to describe the condition in the video.

From the fact above, researcher is interested in conducting the research entitled: *Improving Student's Writing in Descriptive Text Using Video as Media through Round Robin (A Classroom Action Research in VII Grade of MTs. Nahdlatul Ulama' Sidayu, Gresik).*

#### **B. Statements of Problem**

1. How is the application of video as media by using round robin technique to improve students' writing in descriptive text?
2. How is the improvement of students' writing in descriptive text using video as media through round robin technique?

#### **C. Objectives of Problem**

1. To explain the application of video as media by using round robin technique to improve students' writing in descriptive text.
2. To find out the improvement of students' writing in descriptive text using video as media through round robin technique.

#### **D. Scope and Limitation of the Study**

Based on the background above, researcher wanted to explain the scope and limitation of the study. The scope of the study is writing skill. Whereas, the limitation problem of this study is about the improvement of students' writing in descriptive text by using video as media through round robin technique which is conducted in VII grade of MTs. Nahdlatul Ulama Sidayu, Gresik Year 2017/2018.

#### **E. The Significances of The Study**

The researcher hopes that the result of this research is useful for:

1. The English Teacher

The teacher should be able to teach English especially in writing by video as media using round robin technique to improve the writing skill of the students based on the information in this research.

## 2. The Students

The result and finding of this research hoped that students are more interested in English and enjoy during learning process and also increase their ability of writing by video as media to teach and also using round robin technique to solve the problems.

## 3. The Researcher

The result of this study is expected that it will improve the students' writing ability in their learning outcomes by video as the media and the round robin technique in writing descriptive text.

## **F. Definition of key Terms**

In this section, the researcher explained some of the terms in this study:

- 1) Writing is the one of language skills that must be mastered by all learners. Through writing, learners are required to be active and creative in thinking as much as possible to put their ideas into written text (Heaton, 1998: 135)
- 2) Descriptive text is a text that describes something such as place, people, animal, and things. According to Wyrick (1987:227), the writers describe a character, property, place, and emotions which described in detail to make the reader understand about the topic.
- 3) Video is the technology product which showing the moving pictures, moving text, animation picture with audio and effects (Cakir, 2006).
- 4) Round robin is the teaching strategy from cooperative learning that introduced by Kagan. In round robin technique, students are divided into some small groups which consist of four members each group. Students share their understanding about the topic or problem that teacher has given to them and they learn how to solve the problem and cooperate with teammate because no one does nothing in this learning process using this technique (Kagan, 2009).